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ABSTRACT

This competency-based secondary learning guide on improving individual, child, and family nutrition is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: define wellness; plan food choices to meet nutritional needs for individual, child, and family; assess mental health; and assess one's own state of physical fitness and identify needed improvement. Twenty-six supplements contain information and activity sheets on the following: health habits, wellness, food pyramid, nutrients, fast food, dietary goals, nutritional needs through the years, new food labels, personal strengths, self-esteem, assessing physical fitness, and taking a pulse. A bibliography contains 68 items. (MN)

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Improving Individual, Child, and Family Nutrition, Health and Wellness

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PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

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General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

Teachers need to conduct preassessment activities to determine level of student competency. Previous work or educational experiences may be such that the teacher will choose not to do some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

related basic skills, giving particular attention to language arts and mathematics

related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated

enrichment activities according to student abilities and experiences

interrelationship of concepts to personal, family, and work

influence of technology on the subject matter, application of knowledge, and related work

pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Competency #1 – Define wellness.

_____For Method 1, have blank newsprint or chalkboard ready if using students' abilities to define health as a pretest and for listing examples of physical, mental, and social health.

_____Duplicate Supplement 1, "Three Sides of Health," to illustrate the three components of health.

_____Be prepared to give some examples of good and bad health habits which may be suited to students.

_____Duplicate Supplement 2, "Your Health Habits," for assessing students' states of wellness. Adapt items to fit students.

_____Duplicate Supplement 3, "Wellness Involves the Whole Person," if discussing factors that influence wellness. Supplement 3A can be used as a Teacher's Guide to Supplement 3.

_____Create a form to be used by students interested in developing an individual wellness plan.

_____Have pictures available from magazines or newspapers that depict three aspects of health (physical, mental, and social).

_____If using the visual health triangle to illustrate the importance of balance in health, arrange seating in a circle to permit students to actively participate.

Competency #2 – Plan food choices to meet nutritional needs of individual, child, and family.

_____Duplicate Supplement 4, "Nutrition Pretest." Supplement 4A is a Teacher's Guide that includes an answer key.

_____Duplicate Supplement 5, "Nutrition Scoreboard," for an alternative to the pretest. Supplement 5A gives answers to the "Nutrition Scoreboard."

_____Duplicate Supplements 6, "Food Pyramid," and/or 13, "Eating Right Checklist," to review food groups.

_____Assemble dry and liquid measuring cups and measuring spoons as well as an assortment of foods that could be portioned out for students to see standard serving sizes.

_____Duplicate Supplement 7, "A Day in the Life of an Overweight," for Method 8.

_____Have on hand pictures from magazines which show foods that are good sources of various nutrients or to illustrate nutritious low-cost foods for Method 9.

_____Duplicate Supplements 8, "Nutrients," 9, "Nutrients and You: Nutrient Contributions to the Body," and 9A, "Nutrients and You: Nutrient Contributions to the Body (Answer Key)," for Method 9.

_____Duplicate Supplements 11, "Dietary Guidelines," and 11A, "Goals for a Healthy Diet," to compare food intake to guidelines.

_____Prepare Fast-Food Jeopardy game and questions (see Teacher Strategies/Methods) to determine student's ability to increase nutrition in fast-food selection. (See Supplement 11, "Fast Food Jeopardy.") Use the game to illustrate the nutritive value of fast foods as follows:

- prepare an overhead transparency of each answer in Supplement 11.
- have available five different color markers.
- have available three sheets of construction paper and a marker for each student.
- duplicate Supplement 10 for each student (do not include answers to Supplement 11).

_____Duplicate Supplement 12, "How Much Sugar Does It Contain?" Assemble measuring spoons, containers, and granulated sugar to measure and display sugar content in selected foods for Method 12.

_____Duplicate Supplement 13, "Eating Right Checklist," for student's food diary. Several copies per student may be needed depending upon number of days a food diary will be kept. Supplement 13 might also be duplicated for use in planning/analyzing diet for different age groups.

_____Duplicate Supplement 14, "Nutritional Needs Through the Years," if used in Method 14.

_____Prepare a blank outline of the new "food guide pyramid" (or adapt Supplement 6, "Food Pyramid") to use to determine student's ability to classify foods into food groups.

_____Duplicate or make a transparency of Supplement 15, "The New Food Label at a Glance."

_____Gather food pictures, food models, or nutrition labels ("Nutrition Facts") for cafeteria line to assess student's ability to make and evaluate food choices.

_____Have six index cards available for each student to use for food ballot box to review food groups and serving sizes.

_____Have available several (about 10 per student) nutrition labels from various foods. Also, have on hand glue/paste and paper or lightweight cardboard on which to mount food labels to make giant playing cards if used to analyze nutrient information on labels or play nutrient card game.

_____Have available one or more local phone directories from which students can compile a list of sources of reliable health and nutrition information (for "Health and Nutrition Yellow Pages").

_____Determine what if any resources need to be ordered.

Competency #3 – Assess mental health.

_____Duplicate Supplement 16, "A Guide to Your Mental Health," to illustrate mental health or to assess students' own mental health.

_____Have available a brown paper bag for each student; an assortment of pictures, words, colors, and glue if students are illustrating their individual self-concepts. Prepare an example in advance to show students.

_____Prepare an introduction and arrange appropriate seating if role playing how parents affect a child's self-esteem.

_____Provide paper if asking student to list things done well that start with each letter of her/his name.

_____Duplicate Supplement 17, "Personal Strength Square," for students to identify their good points. Duplicate two copies per student if asking a friend or relative to also fill out a "Personal Strength Square." "Personal Strength Square" also will be needed if students will be making up a rap, song, poster, or poem about their good qualities.

_____Have some people in mind that students could interview if assigning an interview of someone who has positive self-esteem.

_____Provide each student with an index card if using "Build-Ups" and "Put-Downs" to create awareness of comments on self-esteem.

_____Have examples in mind that are appropriate to student if discussing factors that affect one's self-esteem.

_____Duplicate Supplement 18, "The Many Me's I Am," for a self-esteem awareness exercise.

_____Have examples in mind of famous people exhibiting good or poor mental health.

_____Duplicate Supplement 19, "Characteristics of High and Low Self-Esteem."

_____Duplicate Supplement 20, "Leading Children to Self-Esteem," to give ideas for boosting a child's self-esteem.

_____Duplicate Supplement 21, "The Positive Approach," if used as a reference for brainstorming ways to raise self-esteem.n

Competency #4 – Assess own state of physical fitness and identify needed improvement.

_____Duplicate Supplement 24, "Suggested Weights for Adults."

_____Duplicate Supplement 25, "Fitness Questionnaire," if used as a part of a pre-/posttest or to aid in introducing this competency.

_____If using questions to assess students' fitness, paper and pencil will be needed to write answers.

_____If using a health lab for fitness assessment, make the following arrangements:

- Duplicate Supplement 26, "Testing Flexibility, Leg Muscle Strength, Muscle Endurance, and Heart and Lung Endurance."
- Let students know before the class session so they can be dressed for exercise.
- Arrange for a room with adequate floor space to perform tests in Supplement 26.
- Gather equipment and set up four testing stations for the fitness test. Yardstick, masking tape, bench (stack of books or stairway), watch or clock, and paper to record test results will be needed. (See Supplement 26 for equipment to place at each of the four testing stations.)

_____Arrange for a resource person to visit class to discuss fitness for adults.

_____Duplicate Supplement 23, "Developing a Fitness Program," to give guidelines to think about before creating a personal fitness program.

_____Investigate community programs available that might be used in an individualized student fitness project.

_____Determine what resources may need to be ordered or secured in advance.

Introduction

When one is well, one feels good, looks good, and gets more enjoyment out of all one does.

Many factors contribute to one's well-being. Some factors can be controlled, others cannot. Risks associated with heredity, environment, sex, and age cannot be completely controlled. However, they can often be minimized by changes in lifestyle, diet, exercise, rest, habits, managing stress, and outlook. An active approach can be taken to prevent health problems. Studies show that some primary causes of illness and premature death were influenced by risk factors for which action could have been taken (*The Wellness Encyclopedia*, 1991).

Lifestyle choices include what one eats, amount and type of activity, whether or not one smokes, precautions taken to avoid injuries and accidents, how one deals with stress, and how one manages home and work environments. There is a good deal of evidence that suggests one can increase chances of avoiding many illnesses and improving the quality of life by making lifestyle choices.

Responsibility for one's health includes learning how to stay healthy, practicing good health habits, giving up harmful health habits, and responding to the body's warning signs before something serious happens.

Wellness is a lifestyle where one actively makes choices and decisions that promote good health (*The Wellness Encyclopedia*, 1991). The goal of wellness is to live a full and productive life.

Wellness involves the health of the whole person (i. e., physical, mental, and social). There are six dimensions of wellness (Hettler, 1984). No one dimension is more important than the others; each dimension is important. For wellness

- *the physical dimension* includes total care of one's body including choosing nutritious foods.
- *the mental dimension* includes liking oneself, expressing emotions in healthy ways, and dealing with life's problems or stresses.
- *the social dimension* includes getting along with others.
- *the intellectual dimension* includes learning and sharing knowledge with others.
- *the occupational dimension* includes satisfaction from work.
- *the spiritual dimension* includes finding meaning and appreciation in life.

This packet addresses three of these dimensions: physical, mental, and social.

COMPETENCY ONE

Define Wellness.

Student Outcomes

- Distinguish between health and wellness.
- List lifestyle factors that influence health and wellness.
- Assess one's level of health and wellness.

Definitions

health	– a state of complete physical, mental, and social well-being; not merely the absence of disease or infirmity (*The Wellness Encyclopedia*, 1991)
lifestyle	– a way of life that reflects the attitudes and values of a person
wellness	– a lifestyle where one actively makes choices and decisions that promote good health

Key Ideas

People are responsible for maintaining their own health.

The choices made every day affect wellness. Attitudes toward wellness may be as important as knowledge of wellness. Knowing facts about wellness may help people make choices and decisions that promote good health, but only if they are motivated to do so.

One cannot control some factors that affect wellness (e.g., heredity, age, sex). However, one can make choices about lifestyle that affect health (e.g., diet; exercise; use of drugs, alcohol, and tobacco; stress; safety; self-concept; and getting along with others).

Being healthy may be a priority in one's life, but lack of such resources as time, money, family and environmental support, willpower, and motivation may discourage one from making healthful choices.

Teacher Strategies/Methods

1. Begin this competency by asking students to tell as many words as come to mind when they hear the word "health." Include terms related to physical health, mental health, and social health (see Introduction). Physical health examples may include feel good, not sick, fit, and well-groomed. Mental health and social health examples may include getting along well with others, facing problems, expressing emotions in a positive way, and liking oneself. ☑

   Supplements 1, "Three Sides of Health," and 2, "Your Health Habits," may be used as examples and explanations of health. The teacher may choose to use Supplement 2 as a pre-/posttest.

2. Emphasize that while most people are born healthy, they can become unhealthy because of their (e.g., personal behavior, environmental conditions, lack of exercise, eating habits, failure to take care of oneself). Discuss what conditions, actions, attitudes, or feelings influence one's health. Examples may include

   - polluted air
   - excessive noise
   - smoking
   - drug and alcohol abuse
   - negative attitude
   - unprotected sex
   - belief that fate controls one's life
   - poor self-concept
   - low self-esteem
   - failure to recognize available resources
   - unwillingness to take control of one's life
   - an attitude that exercise means expensive health clubs and hard work
   - the misconception that what one does while young will not affect one's health later in life

3. Define "wellness" (see Definitions). Use Supplement 2, "Your Health Habits," for examples. Explain that wellness has many dimensions (see Introduction about the six dimensions of wellness). Ask students to identify two choices made in the last week (related to any of the dimensions of wellness) that may affect their health. Discuss whether their choices affected health in a good or bad way.

4. Emphasize that one's health/wellness depends on many factors.

Some factors cannot be controlled such as heredity, environment, sex (gender), and age. Factors that can be controlled include diet, exercise, rest, how one manages emotional problems and stress, bad habits, and attitude. Supplements 3, "Wellness Involves the Whole Person," and 3A, "Wellness Involves the Whole Person (Teacher's Guide)," can be used to identify factors that influence health and wellness. Using Supplements 3 and 3A, ask students to list ways each factor influences health and wellness. Ask the question, "How might one learn to take control of factors affecting health?" Students may give examples related to each factor in Supplements 3 and 3A. One example could be a parent who stopped adding salt to food at the table when she saw her young son doing it because he was imitating her.

5. Use Supplement 2 as a wellness test or activity. Students could be encouraged to assess their own lifestyle in one or all three areas. Students could then select an area or areas to improve their lifestyle. ☑

   Each student could be encouraged to develop an individual wellness plan. A "wellness contract" might be developed to include (1) a goal for oneself, (2) a way to reach the goal that matches one's interests and lifestyle, (3) a plan for periodic evaluation of oneself, and (4) the student's signature. Students may discuss factors that could help or hinder them from meeting goals of a healthier lifestyle.

Suggested Student Activities

1. Complete the following unfinished sentences:

   - I believe wellness is . . .
   - A person who is healthy is . . .
   - A wellness lifestyle includes . . .

2. Select from pictures provided or bring in pictures from magazines or newspapers that depict some aspect of health. Group pictures according to whether physical, mental, or social health is shown. Discuss how one aspect of health affects the others. Use Supplement 1, "Three Sides of Health," as a resource. 💡

3. To see the importance of balance in health, divide students into three groups representing physical, mental, and social health. Each group should list aspects of health in its category. (Supplement 1 might be used as a reference.) One representative of each of the three joins hands to create a visual health triangle. Alternate asking teams to call out one aspect related to that side of the triangle. As each group responds, the representative of that group in the health triangle pulls hard against the other two. After a few minutes, ask each of the triangle participants how she/he felt while being pulled (stressed, out of balance, out of control, hurt). Discuss imbalance in the health triangle and how one may balance different aspects of health. Students may wish to draw their own health triangle on paper and determine how to balance their own aspects of health. 💡 ◈

4. Complete Supplement 2, "Your Health Habits." Analyze personal strengths and weaknesses related to wellness by telling what parts she/he is satisfied with and dissatisfied with. Discuss what can be done to strengthen one's wellness. Discuss how wellness affects others such as family or an employer. Students may develop a personal wellness plan. 🅱 💡 ◈

5. Individually complete Supplement 3, "Wellness Involves the Whole Person," to identify specific ways to improve wellness. Refer to Supplement 2 for ideas. 🅱 💡

Sample Assessments

Knowledge

1. List three examples for each of the following:

   - physical health
   - social health
   - mental health

2. Compare (similarities) and contrast (differences) of "health" and "wellness."

3. List three lifestyle factors which influence health and wellness.

Application

Students will assess their level of health and wellness by completing Supplement 2, "Your Health Habits."

Supplementary Resources

Books

Merki, M. B. (1990). *Teen health* (Teacher's wraparound edition). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill.

Reader's Digest Association, Inc. (1992). *The good health fact book: A complete question-and-answer guide to getting healthy and staying healthy.* Pleasantville, NY: Author.

Travis, J. W., & Ryan, R. S. (1988). *Wellness workbook* (2nd ed.). Berkeley, CA: Ten Speed Press.

The wellness encyclopedia, edited by University of California, Berkeley, Wellness Letter editors. © 1991 by Health Letter Associates. Reprinted by permission of Houghton Mifflin Co.

Articles

Hettler, B. (1984, March). The 6 dimensions of wellness. *J. C. Penney Forum*, pp. 12-13.

Learn good habits for a lifetime . . . Choose health. (1992, February). *Current Health*, pp. 4-5.

Poppy, J. (1991, October). Formula for a long life. (Special report). *McCall's*, pp. 20-28, 174.

Booklets

About wellness. (1992) A scriptographic booklet available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733.

McCall's good health: 250 ways to stay healthy. (1994). A booklet that answers 250 questions about everyday health concerns, new medical findings, kid's health, nutrition, and fitness. Available from McCall's, P.O. Box 10199, Des Moines, IA 50340-0199. Purchase price: $3.95.

Wellness Tests

Colorado CORE curriculum for home economics guides. (1992). Fort Collins: Colorado State University and Colorado Community College & Ocupational Education System. (303) 491-1843.

National Wellness Institute, Inc. A variety of tests and materials are available. P.O. Box 827, Stevens Point, WI 54481-0827. (800) 243-8649.

Software

My personal trainer. (1991). A software package available from Florida Department of Citrus, School Marketing Department, P.O. Box 148, Lakeland, FL 33802-0148. (813) 499-2500. Purchase price: $21.00.

Videos

About wellness. (1991). A 30-minute video available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733. Purchase price: $149.00.

Teen wellness. (1994). (Not yet released). A 28-minute video available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-0040. (800) 431-1934.

Video, Book, Etc.

Wellness skills for lifestyles change. A video and book (1992), Wellness maps (1993), and posters (1993), available from Great Performance, Inc., 14964 N.W. Greenbriar Parkway, Beaverton, OR 97006. (800) 433-3803. Purchase Price: Video $149.00; Book $3.50; Map 80¢; Poster $16.00.

SUPPLEMENT 1

Three Sides of Health

Health is a combination of physical, mental, and social well-being. The meaning of each of the three sides of health is given as follows:

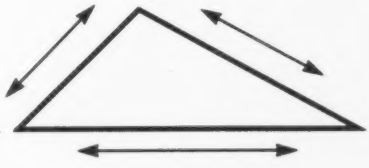
The Three Sides of Health		
Physical Health	*Mental Health*	*Social Health*
• Includes total care of your body and meeting the demands of life each day • Includes keeping your body fit • Includes knowing and practicing good grooming habits • Includes eating a well-balanced diet	• Includes liking who you are and accepting yourself • Includes expressing your emotions in a healthy way • Includes facing life's problems and dealing with its pressures or stresses	• Includes getting along with others • Includes working well in a group • Includes making and keeping friends • Includes giving and getting support when it is needed

Like the sides of a triangle, the three sides of health are connected. Each side affects the other two sides. For example, being physically tired can make you grouchy. Being depressed for a long time can make you feel weak and run-down.

To be healthy, you need to have a balanced triangle. You can accomplish this by working to keep each side of your triangle healthy.

A **BALANCED** Health Triangle

An **UNBALANCED** Health Triangle



Source: Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (pp. 3-4). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill.

SUPPLEMENT 2

Your Health Habits

DIRECTIONS: Is your health balanced? The following survey will help you find out how healthy you are in each of the three sides. Beside each number, write "Yes" or "No" for each statement.

Physical Health

____ 1. I eat breakfast every day.
____ 2. I eat what I believe to be a well-balanced diet.
____ 3. I choose healthy snacks that are low in sugar and salt.
____ 4. I get at least 8 hours of sleep each night.
____ 5. I exercise regularly.
____ 6. I do not use tobacco.
____ 7. I do not use alcohol or nonmedicine drugs.
____ 8. I brush and floss my teeth daily.
____ 9. I am within 5 pounds of my ideal weight.
____10. I usually feel good and have plenty of energy.

Mental Health

____ 1 I have a variety of interests and enjoy learning new things.
____ 2. I can laugh easily.
____ 3. I like to be alone sometimes.
____ 4. I can name several things I do well.
____ 5. I can name at least two reasons why people like me.
____ 6. I can say "No" to other people without feeling guilty.
____ 7. I can express my thoughts and feelings to others.
____ 8. I feel satisfied with my effort if I've done my best.
____ 9. I ask for help if I need it.
____10. I try to work through my problems and take responsibility for my actions.

Social Health

____ 1. I meet people easily.
____ 2. I have several close friends.
____ 3. If I have a problem with someone, I try to talk about it and work it out with her/him.
____ 4. When working with a group, I can accept other people's ideas or suggestions.
____ 5. I say "No" to my friends if they are doing something I do not want to do.
____ 6. I do not talk about others behind their backs.
____ 7. I get along well with several different groups.
____ 8. I continue to take part in an activity after I've lost an argument.
____ 9. I accept the differences in people (such as friends and classmates).
____10. I enjoy going to different places and having new social experiences.

To rate yourself, give yourself 1 point for a "Yes." A score of 9-10 in any area is very good. A score of 6-8 in an area is good. A score of 4-5 is fair. If you score below 4 in any area, that side of your triangle needs work.

Source: Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (p. 14). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill.

SUPPLEMENT 3

Wellness Involves the Whole Person

DIRECTIONS: List ways each factor may affect wellness.

You CAN control:

- DIET
- EXERCISE
- STRESS
- ATTITUDE
- HABITS

You CANNOT control:

- HEREDITY
- SEX
- AGE
- ENVIRONMENT

SUPPLEMENT 3A

Wellness Involves the Whole Person (Teacher's Guide)

DIET – Eating habits may shape long-term health more than any personal choice (U.S. Department of Agriculture, 1988). Balance, variety, and moderation in foods we eat may improve health and help control weight.

EXERCISE – Activity promotes heart, lung, and muscle health, helps control weight, and relieves stress.

STRESS – Stress can cause physical and emotional problems if not managed.

ATTITUDE – A positive attitude may be the basis of total wellness.

HABITS – Avoiding bad habits such as smoking and drug and alcohol use may help prevent serious illness.

HEREDITY – Certain diseases are passed on through genetics.

SEX – Some diseases such as prostate cancer and cervical cancer only affect men or women.

AGE – Some diseases are more likely to affect children. Older people are less able to recover from illness.

ENVIRONMENT – Things all around including crime, polluted air and water (may be hazards in one's environment).

COMPETENCY TWO

Plan Food Choices To Meet Nutritional Needs for Individual, Child, and Family.

Student Outcomes

- Recognize benefits of making wise food choices.
- Determine ways to increase nutrition in fast-food selections.
- Vary menu choices for meeting nutritional needs of selected age groups.

Definitions

healthy diet	– food that provides a balance of nutrients needed
nutrients	– substances in food that the body needs; there are six classes of nutrients: vitamins, minerals, carbohydrates, fat, protein, water
nutrition	– foods the body needs to grow, to develop, and to work properly
food groups	– groups of foods according to common nutrients (e.g., vegetables, fruits, grains, milk, meats)
nutrition label	– Nutrition Facts; list of common nutrients per serving found on most foods; can be used to help plan healthy diets
balance	– selecting some foods from all food groups
variety	– wide assortment of foods
moderation	– eating the recommended number of servings from each food group and using standard serving sizes
% Daily Value	– the amount of nutrients in a food compared to the recommended amount of nutrients

Key Ideas

Nutrition is a major part of a wellness lifestyle. Eating patterns are linked with lifestyle. Nutrition affects how one looks, acts, and feels.

Good nutrition is based upon balance, variety, and moderation in food intake. Good nutrition includes eating the recommended number of daily servings from each food group. It also means choosing a wide variety of foods in moderate amounts.

Attitudes toward food are as important in achieving a balanced diet as is nutrition knowledge. Knowing the facts of nutrition helps people choose wisely only if they are motivated to do so. Any food—in moderation—can be a part of a healthy diet.

There are three useful sources of nutrition information to make healthy food choices:

1. "Dietary Guidelines for Americans" is a list of suggestions for eating to promote health and reduce chances of getting certain diseases.
2. "Percent Daily Values" (found on "Nutrition Facts"; see Supplement 16, "The New Food Label at a Glance.") is a list of nutrients on most food labels which gives the amount of selected nutrients in a food. The percent means the nutrients in a food have been compared to the amount of nutrients determined suitable for Americans to eat.
3. "Food guide pyramid" (see sample in Supplement 7) is a picture showing the major food groups and how to choose foods to get the nutrients needed for a balanced diet. (*Personal Development Resource Guide*, 1993)

How Much Do Little Kids Need?

The USDA "food guide pyramid" includes the recommended number of servings from each main food group, but it does not give specific amount guidelines for children younger than age 6. Nutrition experts offer these tips for satisfying pint-size appetites:

- Cut down on portion size rather than number of servings. To maintain variety, offer at least the minimum number of recommended servings.
- In general, a preschooler's portion size is about half of an adult's. For example, a normal adult serving of cooked pasta or rice is about ½ cup, so offer a toddler ¼ cup at first then more as wanted. Increase portion sizes as child gets older; by the time a child hits the preteen years, a youngster's serving will most likely approximate an adult's serving.
- One exception to this rule may be the "milk, yogurt, and cheese" group. Preschoolers have substantial calcium needs; the USDA recommends that children this age get the full two to three adult-size servings a day (McDonough, 1992).

Teacher Strategies/Methods

1. Pretest students' abilities to meet nutritional needs by using Supplement 4, "Pretest," or 5, "Nutrition Scoreboard." ☑

2. Determine students' level of knowledge about nutrition by asking such questions as

   - What is a "wise food choice?"
   - What are the benefits of good nutrition?
   - Are you well nourished? How do you know?
   - What might be the consequences of poor nutrition?

3. Define nutrition. Emphasize that simple advice for ensuring a healthy diet is following the principles of balance, variety, and moderation. Explain these concepts to ensure all are aware of the meaning (see Definitions).

4. Distribute copies of Supplement 6, "Food Pyramid." Emphasize the rationale for the pyramid concept. Review foods at each level. Call attention to the fact that fats/sweets/alcohol are acknowledged, but offer little more than calories and should be used sparingly.

5. Create interest by having a bulletin board titled "You Are What You Eat" using a food wheel or food pyramid. Refer to Supplement 6. Use colored string or ribbon connecting various parts of the wheel or pyramid to various kinds of food from each of the food groups (i.e., grains, meats, milk, fruits, and vegetables).

6. Emphasize the value of knowing serving sizes when making food choices. Supplement 13, "Eating Right Checklist," may be used as a reference. Use measuring equipment to portion foods into standard serving sizes for students to see.

7. Encourage students to keep a food diary for several days. The daily food diary should include food lists and serving sizes (including "extras"). Emphasize that one needs to examine current food choices before determining if other choices are needed. Supplement 13 might be used as a form to record the food diary.

8. Discuss food as a part of lifestyle. Use Supplement 7, "A Day in the Life of an Overweight," as an example of a lifestyle and food pattern. Ask students how factors such as where one lives, who is around, time of day, what is going on, family/friends, convenience, cost, health status, advertisements, special needs, and personal tastes affect what one eats.

9. Have ready a collection of pictures to show foods that are good sources of the six classes of nutrients (i.e., protein, carbohydrates, vitamins, fat, minerals, water).

   Relate each nutrient to health benefits. See Supplements 8, "Nutrients," and 9, "Nutrients and You: Nutrient Contributions to the Body."

10. Emphasize learning to make wise food choices, not how to diet. As a group, develop a list and a definition of good and poor food choices. Ideas might include the following: Poor choice—fat, sugar, salt, or dessert with every meal; or eating for comfort. Good choice—lots of water; pasta main dishes; red, green, and yellow foods (natural color) at every meal; and eat only when one is hungry. Refer back to Supplement 7 to help identify poor food choices.

11. Emphasize that labels on packaged foods contain up-to-date, easy-to-use nutrition information and are helpful in planning a healthy diet. Supplement 15, "The New Food Label at a Glance," might be explained and used as a reference. Emphasize that baby food packaging must display the new nutrition facts panel. However, baby food labels contain two differences: (1) no list of calories from fat, saturated fat, and cholesterol; and (2) no daily recommendation for fat, cholesterol, sodium, potassium, carbohydrates, and fiber.

12. Help students become aware of sugar content in foods by measuring out and displaying the teaspoons of added sugar in one serving of selected foods. Refer to Supplement 12, "How Much Sugar Does It Contain?" An alternate activity could be a bulletin board using pictures of foods along with the amount of sugar contained in the food.

13. Good nutrition does not mean high-priced food. Emphasize this by using colorful pictures of low-cost foods such as pasta, beans, peas, low-fat milk, cheese, oatmeal, eggs, and peanut butter. Encourage students to share other examples.

14. Nutritional needs of children, adolescents, adults, and the elderly differ. Refer to Supplement 14, "Nutritional Needs Through the Years," and have students determine which of the groups are present in their families and what nutrition requirements they have. Include needs of children under age 6 from Key Ideas.

    Points to make include the following:

    - Children learn how to eat mainly from their families.
    - Children need good examples to make choices as they mature.
    - For elderly people, the vitamin and mineral needs do not diminish with age. However, the elderly do have slower metabolisms and are often less active, so it is vital for them to get the necessary nutrients but to cut back on calories consumed.

15. Assist students in planning a menu using Supplement 13, "Eating Right Checklist." Emphasize that good nutrition does not necessarily mean three meals per day or time-consuming recipes. (It would be helpful if the teacher could provide sample menus and colorful illustrations.

16. Supplement 13 could be used to plan menus for a specific group (e.g., children, teens, elders, or pregnant women).

17. Explain how fast food can fit into a healthful diet. One can learn to make reasonable food choices without blowing a food plan for the day. Emphasize that fats and calories *can* be problems with fast foods unless wise choices are made.

18. Supplement 10, "Fast-Food Jeopardy," can be used to test students' knowledge of the nutritive value of fast foods. Prepare by making an overhead for each of the answers in "Fast-Food Jeopardy." Use a different color marker for each of the categories—green for fat, red for calories, and so on. Give each student three sheets of construction paper and a marker. Ask them to print a capital A on one sheet, B on another, and C on the third. Have them refer to the supplement as the teacher puts the transparencies on the screen one by one. Students should respond to each answer by holding up the letter they choose as their question. After students respond, give correct questions and have students record whether or not they received points for their responses. Continue until all categories are covered.

    Some questions for discussion follow: "What fast foods have low cholesterol? Why do people eat fast food? Does convenience always mean high fat, high cholesterol, and many calories? What role does advertising play in fast-food choices? Does the appeal of prizes and contests add to the amount of fast food a person consumes? Why or why not? Which of the fast-food establishments do you think offers the most nutritious foods? Why? Will playing 'Fast-Food Jeopardy' change your fast-food habits? Why or why not? Can you list some nutritious choices of fast foods?" ☑

    Tips for watching calories and fat are included in Supplement 10. Students can be asked to generate more tips.

19. Discuss weight as a natural result of diet and exercise. Supplement 24, "Suggested Weights for Adults," can be introduced here. The following are some points to make:

    - Healthy weight is the weight at which one looks and feels best.

- Healthy weight is an important factor in living a long life.
- Healthy weight varies from person to person.
- Being overweight can be a health issue, particularly for people who are more than 20% overweight.
- Being in the right weight range according to a weight chart does not guarantee that one's weight is healthy.

Some possible results of being overweight are

- stress on bones and muscles.
- heart works harder to circulate blood.
- difficulty in exercising.
- greater chance of heart disease, high blood pressure, diabetes, arthritis, gallbladder disease, some menstrual irregularities, and some forms of cancer.

20. Emphasize some strategies to help one regulate weight. Some tips may include the following:

- Eat regular meals, including breakfast.
- Avoid snacking between meals.
- Avoid alcoholic and sugar beverages.
- Exercise about three times a week.
- Eat balanced meals.
- Eat slowly.

Ask students what weight control strategies they may have tried or found successful and why. ☑

24

Suggested Student Activities

1. List five foods liked and five foods disliked. Tell what factors influence choice of foods. Use Supplement 8, "Nutrients," to identify nutrients contributed and a food group for each food listed. ☑

2. Using Supplements 4 and 4A, take the "Nutrition Pretest" and discuss results. ☑

3. Using six index cards, mark the cards "Grain," "Meat," "Milk," "Fruit," "Vegetable," and "Fats/Sweets/Alcohol." Keep cards through the week (or adjust to time available). Each time a food is eaten, note the food and serving size on the appropriate food group card. At week's end (or whatever time is allotted), deposit the cards into a food group ballot box that has been set up. Count the ballots and draw some conclusions. For example: How does the food intake compare to "Dietary Guidelines for Americans" in Supplement 11 or "Goals for a Healthy Diet" in Supplement 11A? 💡

4. Bring in (or teacher provide) several nutrition labels from different food packages. Identify information given on nutrition labels. Compare nutrient content of various foods. ▣ 💡 📤

   Divide into groups of two to four players. Before the activity, trim food labels (could be those used in Activity 4) and mount on paper or lightweight posterboard to make large playing cards. The object of the game is to hold cards which total 100% of a selected nutrient (or the highest percentage for nutrients when time runs out). One student can deal each player four cards and place all remaining cards in the center of a table face down, except one card face up. Begin with player on dealer's right. The first player may draw the card face up and discard one card or keep the four cards dealt. Play continues, alternating players until one player gets cards totaling 100% of the nutrient named, or until time runs out. Have players identify foods highest/lowest in the selected nutrient or what group of foods total 100% of the daily recommended amount of the nutrient. ▣ 💡 📤

5. Write down a typical day's food choices. Refer to Supplement 13, "Eating Right Checklist," to determine servings and food group. Complete Supplement 13 to determine total number of servings in each food group. Have each student determine if the recommended groups and servings were represented for that day. ▣ 💡 📤

   Using Supplement 13, plan a balanced meal for either a child, a teen, an elder, or a pregnant woman. 💡 📤

6. Use a software package (see Supplementary Resources) to

   - identify personal nutrition needs based on weight, height, age, and activity level.
   - analyze a food intake record according to nutrient needs.
   - make suggestions to improve diet.

7. Compile sources of reliable information into a "Health and Nutrition Yellow Pages." (The teacher may need to identify sources such as County Health Department, County Extension Office, health agencies, libraries, and so on.) If feasible, a copy will be duplicated for each student. ▣ 💡

8. Refer to Supplement 24, "Suggested Weights for Adults," to determine whether you are within the recommended weight range.

Sample Assessments

Knowledge

1. Determine student's ability to recognize benefits of making wise food choices by asking students

   - What is a wise food choice?
   - What is the relationship between food choices and good health?
   - List your food choices for one 24-hour period of time and identify what effect each food choice might have on your health.

2. Using an outline of the new "food guide pyramid," label the parts of the pyramid with the Basic Food Groups. Then, given a list of foods, write each food in the food group where it would be classified. Supplement 6, "Food Pyramid," might be adapted for this use.

3. List five foods you like and five foods you dislike. Then identify the food group each belongs to and one major nutrient in each food listed.

4. Play "Fast-Food Jeopardy" in Supplement 10. Answer the question: "How can fast food be part of a healthy diet?"

5. Use Supplement 3, "Nutrition Pretest," as a pretest on nutrition (answers are given in Supplement 3A).

Application

1. Plan a nutritious menu for a child and for an elder. Each menu should be evaluated for balance, variety, moderation, suitability to activity level, and accommodation of food preferences.

2. Using food models, pictures, or nutrition labels ("Nutrition Facts"), set up a cafeteria line. Ask students to pass through the line and pick up a "meal." Ask students to assess whether each food choice was a wise food choice and why (consider balance, variety, and moderation).

3. Assist students in preparing a list of their daily food intake which will be analyzed using the Food Processor II (or similar) software. Do this at the beginning and at the end of the wellness unit to determine if students have improved in making wise food choices. Computer analysis could be used with menus students might plan for a child, pregnant woman, or an elder.

Supplementary Resources

Books

Largen, V., & Bence, D. (1992). *Guide to good food.* South Holland, IL: Goodheart-Willcox. (800) 323-0440. Materials for a complete teaching package.

Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition). Mission Hills, CA: Glencoe, Macmillan/McGraw Hill.

Nutrition Search, Inc. (1990). *Nutrition almanac* (rev. ed.). New York: Glencoe/McGraw-Hill. (800) 338-3987.

Articles

Fitzgerald, N. (1993, September). The teenage diet: Is it really that bad? *Choices*, pp. 14-19.

Fuller, K. (1992, March). Balancing your diet. *Better Homes and Gardens*, pp. 48-50.

Gaskins, P. (1992, March). Cafeteria food: An investigative report. *Choices*, pp. 25-29.

Hales, D. (1992, February). Eat smart, feel good, look great. *Reader's Digest*, pp. 17-22.

Kalish, N. (1994, September). Meals that really keep you healthy. *McCall's*, pp. E-6, E-10.

The new food labels. Making it easier to eat right. (1993, May). *Better Homes and Gardens*, pp. 64-66.

Shield, J. (1994, October/November). Read up on the new food labels. *Healthy Kids*, pp. 18, 20, 22.

Shock, M. (1994, March/April). Understand the food pyramid. *What's New in Home Economics*, p. 43.

Booklets

About nutrition. (1992 ed.). A scriptographic booklet available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733.

Children and cholesterol. (1994). Available from AAP, Department ES, P.O. Box 927, Elk Grove Village, IL 60009-0927. Purchase price: Free.

Eating right to make the most of maturity. (1992, June). Available from Ross Laboratories, A Division of Abbott Laboratories, P.O. Box 1317, Columbus, OH 43216-1317.

Fast food: Today's guide to healthy choices. (1993). Available from National Dairy Council, Rosemont, IL 60018-5616.

How to steer your family to healthier eating. (1990). Available from Metropolitan Life Foundation.

Labeling logic. (1994). Available from ADA National Center for Nutrition and Dietetics, P.O. Box 39100, Chicago, IL 60639. Purchase price: Free.

McKenna, D. (1993). *The $30 a week grocery budget.* A short cookbook and shopping guide for eating well on a low budget. Available from the author at RR1 Box 189, Casco, ME 04015. Purchase price: $5.00.

U.S. Department of Agriculture, Human Nutrition Information Service. (1992, April). *USDA's food guide pyramid* (Home and Garden Bulletin No. 249), Author, 6505 Belcrest Road, Hyattsville, MD 20782.

U.S. Department of Agriculture, Human Nutrition Information Service. (n.d.). *Preparing foods and planning menus: Using the dietary guidelines* (Home and Garden Bulletin No. 232-9). Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Activity Kit

Let's talk about cutting fat. (1991). Available from American Homefood Products, Inc., Nutrition and Education Services, 685 Third Avenue, New York, NY 10017. (800) 544-5680. Purchase price: Free.

Posters, Etc.

Nutrition and wellness. Posters, wellness maps, guidebooks, and videos available from Great Performance, Inc., 14964 N.W. Greenbriar Parkway, Beaverton, OR 97006. (800) 433-3803.

Workshop

Putting the new food groups into action. A 30-45 minute program which may be scheduled through your local Dairy Council Representative or by calling (314) 961-3100 for information.

Software

The food processor II (Nutrition and Diet Analysis System). (latest ed.). Available from ESHA Research, P.O. Box 13028, Salem, OR 97309. (503) 585-6242. Purchase price: $295.00.

Videos

About nutrition. (1993). A 30-minute video available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733 Purchase price: $169.00.

A second chance. (1992). An 8-minute video available from Regal Ware, Inc., 1675 Reigle Drive, Kewaskum, WI 53040. (414) 626-2121. Purchase price: $19.95.

Daily food choices for healthy living. (1992). A 17-minute video and comprehensive teacher's guide available from United Learning, 6633 Howard Street, Niles, IL 60648. (800) 424-0362. Purchase price: $95.00.

Eat smart. (1991). A 60-minute video available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $29.95.

Good food, bad food: You must choose. (1993). A two-part video set with study questions available from Educational Video Network, Inc., 1401 19th Street, Huntsville, TX 77340. (409) 295-5767.

How to read the new food labels. (1993). A 25-minute video available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $79.95.

Junk food: Nothing to snicker about. (1991). A 30-minute video available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227.

The new nutrition pyramid. (1993). A 13-minute video available from Glencoe, P.O. Box 508, Columbus, OH 43216. (800) 334-7344. Purchase price: $69.00.

Hotline

Consumer Nutrition Hotline. (800) 366-1655. Sponsored by the ADA National Council for Nutrition and Dietetics.

SUPPLEMENT 4

Nutrition Pretest

DIRECTIONS: After reading each item, print the letter of the best answer on the blank provided.

_____ 1. Diet means

a. the food and drink one eats to lose weight.
b. special foods to improve a health problem.
c. the food and drink one usually eats.
d. all the above

_____ 2. What is true about vitamins? Vitamins

a. have calories.
b. are the pills one must take each day to be healthy.
c. are one of the six basic classes of nutrients.
d. all the above

_____ 3. Dried beans and peas belong to which food group?

a. meat (protein)
b. vegetables
c. grains (breads and cereal)
d. dairy

_____ 4. Which is *not true* about carbohydrate foods? Carbohydrate foods

a. are fattening and should not be eaten.
b. may be an excellent source of vitamins and minerals.
c. should form the basis of a healthy diet.
d. include sugars and starches.

_____ 5. Good nutrition

a. can protect a person from many diseases.
b. is necessary for proper growth.
c. means giving the body nutrients needed.
d. all the above

_____ 6. An important principle of a healthy diet is to

a. make radical changes in what one eats.
b. give up favorite foods.
c. eat a wide variety of foods.
d. all the above

____ 7. When trying to lose weight

a. eat only one meal per day.
b. cut down on fats.
c. skip breakfast.
d. all the above

____ 8. The following are the major *food groups*:

a. fats, carbohydrates, vitamins, minerals, protein, water
b. complex carbohydrates, fiber, saturated and unsaturated fat, sugar
c. dairy, meat, fruits and vegetables, bread and cereal
d. grains, fruits, vegetables, meat and alternatives, dairy

____ 9. Which of the following are listed on the nutrition labels (Nutrition Facts) of most foods?

a. serving size
b. nutrient content per serving
c. list of nutrients most important to the health of today's consumers (such as fat)
d. how a food fits into an overall daily diet (% Daily Value)
e. all the above

____ 10. Good nutrition can

a. boost energy, help prevent disease, and help make a person feel and look better.
b. help to prevent cataracts, to prevent colon cancer, and help to heal wounds.
c. help lower blood pressure, lower cholesterol levels, and help prevent lung cancer.
d. all the above

SUPPLEMENT 4A

Nutrition Pretest (Teacher's Guide)

1. D

   Diet includes the food and drink one usually eats, and may include foods eaten to lose weight or to treat a special health condition.

2. C

   There are six different types of nutrients: vitamins, minerals, fats, protein, carbohydrates, and water. A balanced diet provides the nutrients that one's body needs, and vitamin pills (supplements) are not needed. Vitamins have no calories.

3. A

   Protein can be found in meat, fish, poultry, eggs, and meat alternatives such as dried beans, peas, nuts, and peanut butter.

4. A

   Carbohydrates (including sugars, starches, and fiber) provide energy or calories. It has been recommended that carbohydrates should make up 50-55% or more of a person's calories. Carbohydrate foods such as whole grain breads and cereals, potatoes, and pasta can provide valuable vitamins, minerals, and fiber as well as energy.

5. D

   Food alone cannot make one healthy, but a balanced diet which contains nutrients needed by the body is necessary for proper growth and may help protect one from many health problems such as lung, colon, and cervical cancer (vitamin A, C, folic acid); cataracts (vitamin C); high cholesterol (fiber); high blood pressure (magnesium); osteoporosis or thin bones (calcium); lack of energy (carbohydrates, folic acid, iron, thiamine, boron) (*Family Circle* cited in *Reader's Digest* Association, 1992).

6. C

   No single food or food group supplies all the nutrients one needs. Eat a variety of foods.

7. B

   One may control weight by calorie control and exercise. To lose weight, one must take in fewer calories than one uses. Fats are especially high in calories and often offer little other nutrition. Skipping meals may only slow the body's rate of burning calories and may make one so hungry she/he may overeat.

8. D

   The U.S. Department of Agriculture has developed a graph called the "food guide pyramid" which depicts foods we eat (e.g., fruits, vegetables, protein, grains, dairy). The foods in each of these groups have certain nutrients in common. A helpful way to ensure a balanced diet is to eat foods from each of the five food groups and small amounts of fats/sugars/alcohol.

9. E

Labels ("Nutrition Facts") found on most foods give the amounts of selected nutrients in foods compared to the amount of nutrients that the government has determined suitable for us to eat. Label information is intended to help consumers figure out how nutrient levels in foods fit into a total diet.

10. D

Good nutrition can have a powerful influence on one's health. Foods are full of healing ingredients that boost energy, help prevent disease, and make one feel better. For examples, see answer to number 5.

SUPPLEMENT 5

Nutrition Scoreboard

DIRECTIONS: Answer each question in the scoreboard to the left.

True	False	I Am Not Sure	
			1. The kinds and amounts of food that we eat each day affect how we look and feel, as well as how healthy we are.
			2. Even if we eat many healthful foods each day, taking extra vitamin pills would make us more healthy.
			3. Calories from candy and doughnuts are more likely to make us gain weight than the same number of calories from apples and lettuce.
			4. Many lower-cost foods can be just as nutritious (healthful) as ones that cost more.
			5. We can eat snack foods that will improve our diet.
			6. The way we store and cook our food can make a difference in how nutritious it is.
			7. Athletes need more protein than nonathletes.
			8. Eating in the morning is not too important as long as we eat healthful foods later in the day.
			9. When our bodies are growing, we need more protein, vitamins, minerals, and energy foods for our size than we will after we stop growing.
			10. Reading nutrition labels on food packages can help us choose more nutritious foods for the money we spend.

Adapted from Ohio Department of Education. (1989). *Family and career transitions resource guide* (pp. 153-154). Columbus: Division of Vocational and Career Education. Used with permission.

SUPPLEMENT 5A

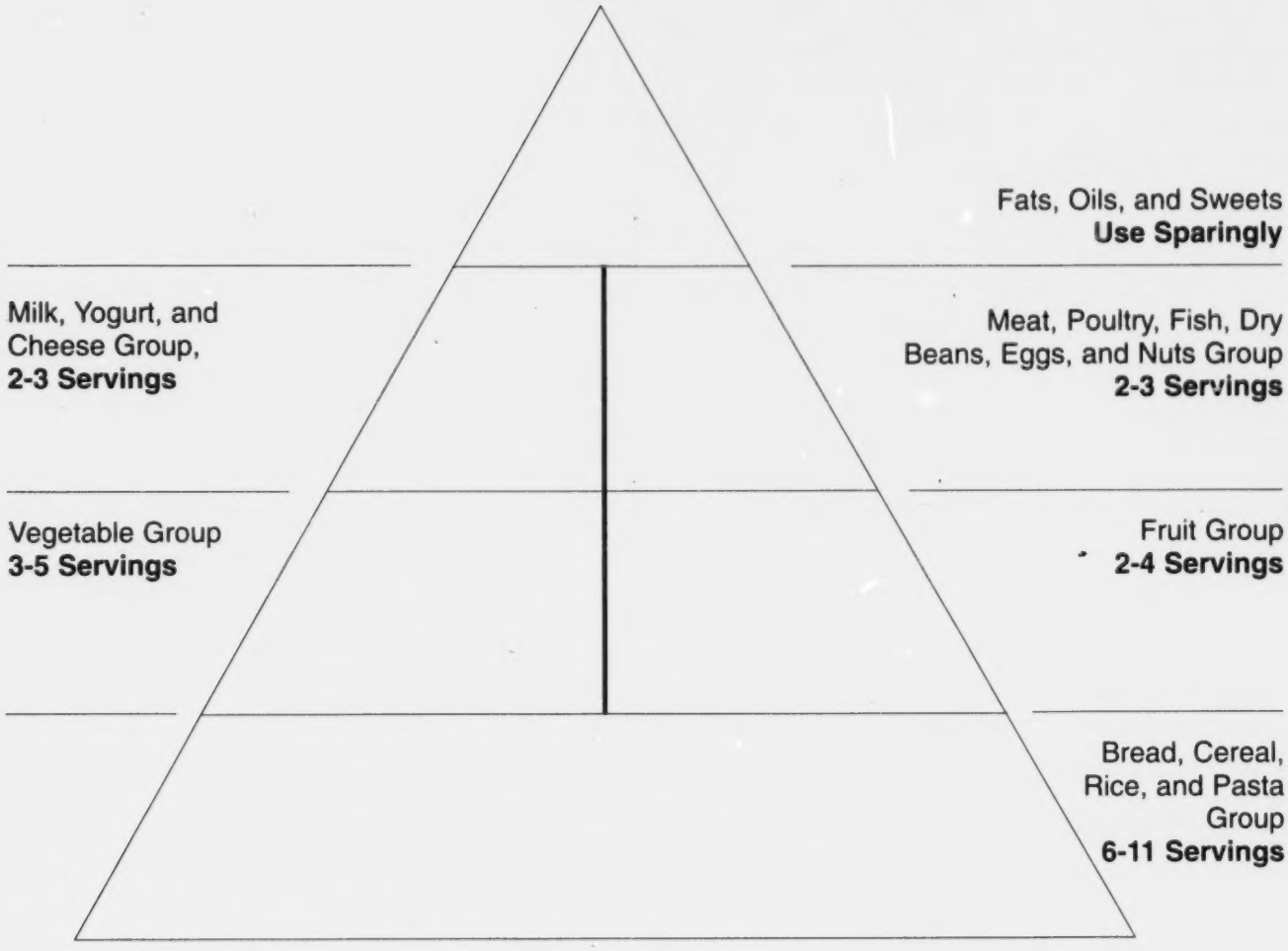
Answers to Nutrition Scoreboard

1.	TRUE	Eating enough (but not too much) of many different nutritious foods can help us look and feel good.
2.	FALSE	If we are healthy, eating a nutritious diet each day should give us all the vitamins, minerals, and protein we need without taking vitamins or other pills. Too much of some vitamins can be harmful.
3.	FALSE	A calorie (a unit of heat energy) from one food is the same as a calorie from another food. Some foods do contain more calories per ounce (e.g., doughnuts and other foods high in fats), but a calorie is a calorie wherever we find it. However, some experts say a food high in fat is easier to convert to fat in the body.
4.	TRUE	Cost is not related to how nutritious a food is. Choosing foods carefully for the nutrients they provide can help us stretch our food dollars. (Nutrients are substances our bodies must have like protein, vitamins, minerals, fats, carbohydrates, and water.)
5.	TRUE	Snacks are often "empty calorie" foods, which have few if any nutrients except energy value. We can choose snacks that are both healthful and fun to eat.
6.	TRUE	If we store food a long time, it usually will be less nutritious. Heat, air, light, or long cooking can destroy some nutrients.
7.	FALSE	Many people believe this is true, but unless an athlete is developing new muscles, she/he does not need any extra protein. Extra calories will be needed to supply the additional energy athletes need, but eating extra protein is an expensive way to get more calories.
8.	FALSE	Studies show that not eating in the morning often causes more accidents, less learning, and poorer working due to the very long time without food.
9.	TRUE	Babies, children, teens, and pregnant women all need more nutrients for their size because they are growing.
10.	TRUE	Reading nutrition labels ("Nutrition Facts"), which are on most foods, can help us compare nutrients in different foods, and shows how a food fits into the overall daily diet.

Adapted from Ohio Department of Education. (1989). *Family and career transitions resource guide* (pp. 153-154). Columbus: Division of Vocational and Career Education. Used with permission.

SUPPLEMENT 6

Food Pyramid



Adapted from U.S. Department of Agriculture, Human Nutrition Information Service. (1992, April). *USDA's food guide pyramid* (Home and Garden Bulletin No. 249) (p. 5). Washington, DC: U.S. Government Printing Office. Available from USDA Human Nutrition Information Service, 6505 Belcrest Road, Hyattsville, MD 20782.

SUPPLEMENT 7

A Day in the Life of an Overweight

Martha is a little late getting up today, as she is most days. She grabs a doughnut and coke and heads for the bus. About lunch time she is absolutely starving. She goes, by herself, to the soda shop for her usual lunch consisting of a deluxe cheeseburger, french fries, and a milk shake.

She makes excellent grades in all her subjects except gym. She is embarrassed to dress in front of the other girls. She hates to parade around in that awful gym suit in front of the rest of the Physical Education class.

After school, Martha rides the bus five blocks to her home. Her mother is still at work, so Martha fixes a sandwich and gets out a bag of potato chips and a soft drink. She then settles back to watch television until her mother comes home and prepares dinner.

After dinner, Martha clears the table and puts the dishes into the dishwasher. There are only a couple of bites of mashed potatoes left, so she slips them into her mouth rather than throwing them away. "It's an awful sin to waste food," she says to her mother.

After the kitchen is cleaned, Martha goes to her room to study. She has been studying for an hour when she has a sweet tooth. She heads for the candy dish.

When Martha finishes her school work, she goes into the living room to complete the evening watching television with the family.

Martha has a great family. They care deeply for one another. Her mother cares so deeply that she usually has fresh baked cookies for them to munch on while watching their favorite programs.

Source: *Adult roles and functions: Competency-based curriculum* (p. n-12). (1979). Charleston: West Virginia Vocational Curriculum Laboratory. Used with permission.

SUPPLEMENT 8

Nutrients

Nutrient	Functions	Food Sources
Protein	Needed for growth and repairs Supplies energy Forms antibodies to fight infection	Meat, eggs, poultry, fish, legumes, peanuts, milk, cheese, yogurt
Carbohydrate	Good energy source Provides roughage, fiber	Breads, cereals, pasta, fruits, vegetables, sugars, legumes
Fat	Provides energy Helps satisfy appetite Helps promote growth and healthy skin	Butter, oils, eggs, shortenings, nuts, bacon, cheese, peanut butter
Vitamin A	Needed for growth Helps with normal vision	Liver, eggs, cheese, milk, dark green and yellow vegetables, fruits
Vitamin B(s) (Thiamine) (Riboflavin) (Niacin)	Helps body use other nutrients in food for energy Helps keep skin, hair, muscles, nerves healthy Helps prevent anemia Helps keep appetite and digestion normal	Lean meat, pork, dry beans/peas, whole grain and enriched cereals and breads, yogurt, cheese, eggs, leafy green vegetables
Vitamin C	Helps keep gums healthy Helps healing of wounds and cuts Helps body fight infections Helps with body growth	Fruits (oranges, grapefruit, melons), vegetables (broccoli, spinach, greens, potatoes, tomatoes, cabbage), fortified milk
Vitamin D	Helps body use calcium and phosphorus Helps build strong bones and teeth	Milk, sardines, salmon, herring, tuna, egg yolk, butter, liver
Calcium	Helps build strong bones and teeth Ensures normal blood clotting Helps heart, muscles, and nerves to function properly	Milk, cheese, dark green leafy vegetables, canned salmon
Iron	Helps make red blood cells Helps cells obtain energy from food	Liver, lean meats, heart, kidney, shellfish, dry beans, green vegetables, dried fruits, eggs
Water	Carries nutrients to the cells and wastes away from cells Helps regulate body processes such as digestion Helps maintain normal body temperature	Milk, juice, soup, drinking water, juicy fruits, vegetables

SUPPLEMENT 9

Nutrients and You: Nutrient Contributions to the Body

DIRECTIONS: Use Supplement 8 to find the nutrients which contribute to your body's health, your energy level, and your appearance in the following ways:

Nutrient Contributions to the Body	Nutrient(s)
1. Healthy skin	
2. Healthy hair	
3. Healthy teeth	
4. Energy	
5. Growth and repair of body tissues	
6. Maintains healthy digestive system	
7. Builds red blood cells	
8. Carries nutrients and wastes	
9. Builds good vision, healthy teeth and gums, and strong bones	
10. Regulates nerves and brain tissue	
11. Helps heal cuts and bruises; helps body build cells	
12. Helps body use calcium and phosphorus to build bones and teeth	

Questions

1. What happens when the body is not getting one or more of these nutrients?

2. How can you make sure that all parts of your body are getting what they need?

3. Predict what might happen around the world to people's health when . . .

   - there is a shortage of food due to floods, famine, and so on.
   - there is a shortage of drinking water.
   - persons in poverty cannot afford nutritious food over a long time.
   - persons choose to go on diets lacking in some nutrients.
   - persons are careless and pay no attention to getting all the nutrients in their diets.

Source: West Virginia Department of Education. (1991, July). *STEPS: A practical problem-centered home economics curriculum for grades 9 and 10* (p. 180). Ripley: West Virginia Curriculum Technology Resource Center. Used with permission.

SUPPLEMENT 9A

Nutrients and You: Nutrient Contributions to the Body (Answer Key)

DIRECTIONS: Use Supplement 8 to find the nutrients which contribute to your body's health, your energy level, and your appearance in the following ways:

Nutrient Contributions to the Body	Nutrient(s)
1. Healthy skin	Vit A, B, Fats
2. Healthy hair	Vit A, B
3. Healthy teeth	Calcium
4. Energy	Carb, Fat, Pro, Vit B
5. Growth and repair of body tissues	Vit A, C, Fats, Pro
6. Maintains healthy digestive system	Vit A, Water
7. Builds red blood cells	Iron
8. Carries nutrients and wastes	Water
9. Builds good vision, healthy teeth and gums, and strong bones	Vit A, C, Calcium
10. Regulates nerves and brain tissue	Vit B
11. Helps heal cuts and bruises; helps body build cells	Vit C, Pro
12. Helps body use calcium and phosphorus to build bones and teeth	Vit D

Questions

1. What happens when the body is not getting one or more of these nutrients?

2. How can you make sure that all parts of your body are getting what they need?

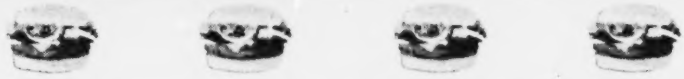
3. Predict what might happen around the world to people's health when . . .

   - there is a shortage of food due to floods, famine, and so on.
   - there is a shortage of drinking water.
   - persons in poverty cannot afford nutritious food over a long time.
   - persons choose to go on diets lacking in some nutrients.
   - persons are careless and pay no attention to getting all the nutrients in their diets.

Source: West Virginia Department of Education. (1991, July). *STEPS: A practical problem-centered home economics curriculum for grades 9 and 10* (p. 180). Ripley: West Virginia Curriculum Technology Resource Center. Used with permission.

SUPPLEMENT 10

Fast-Food Jeopardy



Choices readers are serious fast-food junkies. Two out of three readers responding to a survey eat at fast-food restaurants one or more times a week! And the favorite foods? Burgers are number one, then fries, soda, cheeseburgers, and an occasional chicken sandwich.

But how much do we really know about fast food? Does eating it jeopardize your health? Play our game and find out.

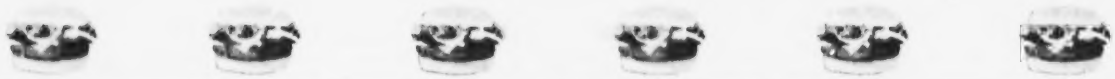
The board has five categories: Gross and Greasy (Fat), Mounds of Pounds (Calories), Pressure Cookers (Sodium and Cholesterol), Lean and Mean (The New Foods), and The Kitchen Sink (Trivia).

We've given you answers to questions in each category. Circle the right question for each answer. Only one of the three questions is correct. (Hint: Except for "The Kitchen Sink" category, all correct information can be found on pages 39 and 40.) When you are done, check your choices against the ones on page 41.

Look at the point values on the left-hand side of the board. Add the value of each question you got right for a total score. Look at the score box on page 41 to see how you did.

By Maureen Callahan, M.S., R.D.

	Gross and Greasy	Mounds of Pounds
25 pts.	ANSWER: 10 greasy teaspoons What is the amount of a. fat in a taco salad? b. fat in one french fry? c. fat in a Quarter Pounder with cheese and an order of french fries?	ANSWER: Lowers calories and boosts calcium content What does a. substituting a side salad for fries and 2% milk for soda do? b. eating two burgers instead of one do? c. eating Filet-O-Fish instead of a burger do?
50 pts.	ANSWER: Breaded or fried chicken and fish What has a. more fat than a burger? b. less fat than a burger? c. the same amount of fat as a burger?	ANSWER: A whopping 905 calories What is the number of calories a. in a Whopper? b. in a Wendy's Big Classic Sandwich? c. in a Taco Salad at Taco Bell?
75 pts.	ANSWER: Twice the fat of a Quarter Pounder What does a three-ounce packet of a. Wendy's Blue Cheese dressing have? b. McDonald's Lite Vinaigrette have? c. Burger King's Light Italian Dressing have?	ANSWER: From 2,000 - 3,000 calories What is the number of calories a. per hour an average teenager needs? b. per day an average teenager needs? c. you burn doing math home work?
100 pts.	ANSWER: Six double-fudge brownies What has the same amount of fat a. as a plain burger and a coke? b. as one Burger King Chicken Sandwich? c. as a McLean Deluxe?	ANSWER: More than 1,000 calories What does a. a Burger King Double Whopper with cheese, fries, and a Coke contain? b. a McDonald's Big Mac, fries, and a Coke contain? c. a Wendy's Chicken Club Sandwich, fries, and a Coke contain?



	Pressure Cookers	Lean and Mean	The Kitchen Sink
25 pts.	ANSWER: 300 milligrams What is the most a. cholesterol per meal a teenager should eat? b. sodium per day a teenager should eat? c. cholesterol per day a teenager should eat?	ANSWER: Fresh fruits and vegetables At a fast-food place, what will increase a. your fat intake? b. your fiber intake? c. your sodium intake?	ANSWER: More than 18 million What is the number of a. people McDonald's serves in one day? b. marriages that began on-line at McDonald's? c. McDonald's restaurants around the world?
50 pts.	ANSWER: Zero What is the amount of a. cholesterol in most of the new fast-food french fries? b. taste in some of the new lean burgers? c. cholesterol in a Taco Bell Regular Taco?	ANSWER: The leanest way to eat a potato at Wendy's What is a. plain? b. with chili and cheese? c. with sour cream and chives?	ANSWER: The best nutritional feature of many fast foods What is a. the vitamin content? b. the protein content? c. the secret sauce?
75 pts.	ANSWER: More than 1,400 milligrams How much sodium does a. a Taco Bell Chicken Soft Taco have? b. a McDonald's Quarter Pounder with cheese have? c. a Burger King Chicken Sandwich have?	ANSWER: Cut the fat by 83% What has a. Taco Bell done to tacos? b. Wendy's done to burgers? c. McDonald's done to shakes?	ANSWER: Generally, the fast-food meal that's highest in sodium and fat What is a. breakfast? b. lunch? c. dinner?
100 pts.	ANSWER: 2,000 milligrams How much sodium does a. 200 teaspoons of salt contain? b. 1 teaspoon of salt contain? c. 2,000 teaspoons of salt contain?	ANSWER: Water and carrageenan, a seaweed extract What has a. replaced some of the fat in the McLean Burger? b. been added to chicken at fast-food places? c. replaced beef fat in french fries?	ANSWER: Extra fat What does a. the use of polyunsaturated vegetable oil instead of beef fat add to french fries? b. "Extra Crispy" really mean at Kentucky Fried Chicken? c. putting jelly instead of butter on muffins, toast, and pancakes add?

Here are some of the good and bad choices at four spots, and information on fat, sodium, cholesterol, and calories.

McDonald's

	Fat (tsps)	Sodium (mg)	Cholesterol (mg)	Calories
WORSE				
Big Mac	6.5	890	100	500
Quarter Pounder with cheese	7	1,090	115	510
McChicken Sandwich	4.7	830	50	415
BETTER				
Chunky Chicken Salad	1	230	78	150
McLean Deluxe	2.5	670	60	320
Hamburger	2.2	490	37	255

Taco Bell

WORSE				
Taco BellGrande	5.7	472	56	335
Taco Salad	15.2	910	80	905
Nachos BellGrande	8.7	997	36	649
BETTER				
Chicken Soft Taco	2.5	590	44	210
Regular Taco	2.7	276	32	183
Tostada with Red Sauce	2.7	596	16	243

EXTRAS

Small French Fries:				
McDonald's	3	110	0	220
Wendy's	3	145	0	240
Burger King	3.2	127	0	255
Soda (16 oz.):				
Coca-Cola	0	20	0	190
Diet Coke	0	40	0	1
Sprite	0	20	0	190

Burger King

WORSE				
Double Whopper with cheese	15.2	1,245	194	935
Chicken Sandwich	10	1,417	82	685
Double Whopper	13.2	933	169	844
BETTER				
BK Broiler Chicken Sandwich	4.5	764	53	379
Hamburger	2.7	505	37	272
Chef Salad	2.2	568	103	178

Wendy's

WORSE				
Big Classic Sandwich	8.2	1,085	80	570
Chicken Club Sandwich	6.2	930	70	506
Fish Fillet Sandwich	6.2	780	50	460
BETTER				
Jr. Hamburger	2.2	570	35	260
Grilled Chicken Sandwich	3.2	815	60	340
Plain Potato	0.06	20	0	270

Fat: If you eat approximately 2,000 calories a day, your "fat budget" for the day is about 16.6 teaspoons of fat.*

Sodium: According to USDA dietary guidelines, eat salt in moderation. That means a maximum of 2,000-3,000 milligrams a day. One teaspoon of salt contains 2,000 milligrams of sodium.

Cholesterol: A maximum of 300 milligrams a day is recommended by the American Heart Association.

Calories: Most teenagers need somewhere between 2,000-3,000 calories a day, depending on how physically active they are.

* "A teaspoon of fat" is equivalent to approximately a teaspoon of butter. We've converted grams of fat to teaspoons. One teaspoon equals four grams of fat.

Fast-Food Tips

Occasional high-fat meals don't upset the well-balanced diet. But for frequent fast-food eaters—like, ahem, some of you—it's important to choose your food more carefully. With all the recent changes at fast-food restaurants, it is possible to eat healthier. Yes, we know you're not eating fast food for your health. The majority of you, 53%, say you've tried "healthier" fast foods just to try something new, not for health or diet reasons. But you've tried them, and most of you liked them. Here are some tips to encourage a little more damage control:

- Choose plain burgers instead of sandwiches with "the works." Avoid tartar sauce, cheese, mayonnaise, and other extras and you'll cut fat by as much as 70%.
- Eat roast beef sandwiches over burgers; the meat is leaner.
- Avoid the "big," the "double," the "super."
- Cut sodium by holding the pickles, mustard, ketchup, and special sauces.
- Use jelly or jam instead of butter on muffins, toast, and pancakes.
- Order grilled chicken or fish. When they're breaded or fried, chicken and fish are fattier than hamburgers. One example: Burger King's Chicken Sandwich has more fat than six double-fudge brownies!
- Skip the "extra crispy" at Kentucky Fried Chicken. Extra fat is what makes it extra crispy.
- Substitute 2% milk for soda. It cuts calories and boosts your calcium intake. Better still: 1% milk, offered only at McDonald's.
- If you want a big burger, try the McLean Deluxe. It's the best of the new big-size burgers. Water and carrageenan, a seaweed extract, have replaced some of the fat. And if you're in the mood for a shake, stay at McDonald's. They've cut the fat by 83%.
- When you order something fried, ask if it's cooked in vegetable oil. Many chains have switched from using saturated beef tallow to polyunsaturated vegetable oil, a much healthier option.
- Use low-calorie dressings on salad. A three-ounce packet of Wendy's Blue Cheese Dressing has twice as much fat as a Quarter Pounder! Other fatty dressings: Thousand Island, Ranch, Buttermilk, and other blue cheeses.
- Eat salads, but avoid the Taco Salad at Taco Bell, which is loaded with fat. Chicken, egg, and tuna salads with mayonnaise are high in fat, too.
- Satisfy a sweet tooth with low-fat frozen yogurt cones rather than a fried pie or hot fudge sundae.

ANSWERS TO FAST-FOOD JEOPARDY:

Gross and Greasy: 25 pts - c; 50 pts - a; 75 pts - a; 100 pts - b.

Mounds of Pounds: 25 pts - a; 50 pts - c; 75 pts - b; 100 pts - a.

Pressure Cookers: 25 pts - c; 50 pts - a; 75 pts - c; 100 pts - b.

Lean and Mean: 25 pts - b; 50 pts - a; 75 pts - c; 100 pts - a.

The Kitchen Sink: 25 pts - a; 50 pts - b; 75 pts - a; 100 pts - b.

SCORING:

1,050 - 1,250
Yes! A Fast-Food Genius!

850-1,025
Think about a career in nutrition.

674-825
Pay more attention in health class.

500-650
You've eaten one too many Whoppers.

Below 500
Eat some salad and try again next week.

Source: Callahan, M. (1992, February). Fast-food jeopardy. *Choices*, pp. 24-26, 29. Used with permission.

SUPPLEMENT 11

Dietary Guidelines

Eat a variety of foods.

Maintain a healthy weight.

Choose a diet low in fat, saturated fat, and cholesterol.

Choose a diet with plenty of vegetables, fruits, and grain products.

Use sugar only in moderation.

Use salt and sodium only in moderation.

Adapted from U.S. Department of Agriculture & U.S. Department of Health and Human Services. (1990). *Nutrition and your health: Dietary guidelines for Americans* (3rd ed.) (Home and Garden Bulletin No. 232). Washington, DC: U.S. Government Printing Office.

SUPPLEMENT 11A

Goals for a Healthy Diet

Eat a variety of foods. Don't try to fill your nutrient requirements by eating the same foods day in, day out. It is possible that not every essential nutrient is known and eating a wide assortment of foods ensures that you will get all nutrients. In addition, this will limit your exposure to pesticides or toxic substances that may be present in one particular food. Color is a key to nutrition. Eating a red, green, or yellow (orange or white) food at each meal can help one get a variety of nutrients.

Maintain a desirable weight. Balance energy (calorie) intake with energy (calorie) output. Eating a low-fat diet will help you maintain—or lower—your weight, as will regular exercise.

Keep your total fat intake at or below 30% of your total daily calories. Limit your intake of fat by choosing lean meats, poultry without the skin, fish, and low-fat dairy products. In addition, cut back on vegetable oils and butter—or foods made with these—as well as mayonnaise, salad dressings, and fried foods. Limit your intake of fat to less than 10% of your fat calories. A diet high in saturated fat contributes to high blood cholesterol levels. The richest sources of saturated fat are animal products and tropical vegetable oils such as coconut or palm oil. Keep your cholesterol intake at 300 milligrams per day or less. Cholesterol is found only in animal products such as meats, poultry, dairy products, and egg yolks.

Eat a diet high in complex carbohydrates. Carbohydrates should contribute at least 55% of your total daily calories. To help meet this requirement, eat five or more servings of a combination of vegetables and fruits, and six or more servings of whole grains and legumes daily. This will help you get the twenty to thirty grams of dietary fiber you need each day, as well as provide important vitamins and minerals. Make sure to include green, orange, and yellow fruits and vegetables such as broccoli, carrots, cantaloupe, and citrus fruits. These foods are thought to help protect against developing certain types of cancer. Maintain a moderate protein intake. Protein should make up about 12% of your total daily calories. Choose low-fat sources of protein. Maintain an adequate calcium intake. Calcium is essential for strong bones and teeth. Get your calcium from low-fat sources such as skim milk and low-fat yogurt. Get your vitamins and minerals from foods, not from supplements. Avoid supplements that provide more than the Recommended Dietary Allowance (RDA) for any one nutrient.

Avoid too much sugar. Besides contributing to tooth decay, sugar is a source of "empty" calories, and many foods that are high in sugar are also high in fat.

Limit your sodium intake to no more than 2,400 milligrams per day. This is equivalent to the amount of sodium in a little more than a teaspoon of salt. Cut back on your use of salt in cooking and on the table. Avoid salty foods; check food labels for the ingredients containing sodium.

Excess alcohol consumption can lead to a variety of health problems. And alcoholic beverages can add many calories to your diet without supplying any nutrients. (Pregnant women should avoid all alcoholic beverages because of the damage alcohol can cause to the developing fetus.)

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SUPPLEMENT 12

How Much Sugar Does It Contain?

Americans get a whopping 20% to 25% of their calories from sugar sources, including sugar, honey, and syrups added to food at the table; sweeteners used in processed foods, and naturally occurring sugars in fruit, vegetables, and milk. This chart compares the sugar content (in teaspoons) of a variety of foods; a teaspoon of sugar contains 18 calories.

Food	Serving Size	Sugar (tsp.)
Angel food cake	2 oz.	6
Brownie (with nuts)	2" x 2" x ¾"	2
Doughnut (plain)	1	2
Pie (apple, cherry, pumpkin)	⅙ of a 9" pie	10-12
Chocolate bar	1 oz.	4
Chocolate milk	8 oz.	3
Thick milkshake	10 oz.	13
Ice cream	½ cup	4-5
Sherbet	½ cup	6-8
Frozen yogurt	½ cup	4
Yogurt (with fruit, low-fat)	1 cup	9
Apple juice (unsweetened)	8 oz.	7
Apricots (dried)	4-6 halves	2-4
Fruit cocktail	½ cup	5
Orange	1 medium	3
Orange juice	8 oz.	6
Peaches (canned, in syrup)	2 halves	4
Prunes	5 medium	5
Raisins	¼ cup	6
Soft drink (carbonated, cola)	12 oz.	6-10
Honey	1 tablespoon	4
Jam	1 tablespoon	3
Maple syrup	1 tablespoon	3
Tomato ketchup	1 tablespoon	1½

Source: *Reader's Digest* Association, Inc. (© 1992). *The good health fact book: A complete question-and-answer guide to getting healthy and staying healthy.* Pleasantville, NY: Author. Reprinted by permission.

SUPPLEMENT 13

Eating Right Checklist

DIRECTIONS: Keep track of food eaten during each day for a week. For each food, look at the chart below to determine how many servings you ate. For each serving eaten, mark a check in the appropriate column. Example: 2 slices of bread = 2 checks in the grains food group.

Food Group/Recommended Daily Servings	1	2	3	4	5	6	7
	Day/Number of Servings (✓ once for each serving)						
Grains: Eat whole-grain products or enriched grains. **6-11 servings** 1 slice bread or ½ bagel or ½ English muffin 1 oz ready-to-eat cereal or ½ cup cooked cereal ½ cup pasta, noodles, rice, or any whole grain							
Vegetables: Eat dark green, leafy, and deep yellow vegetables at least 3-4 times a week. **3-5 servings** 1 medium potato, tomato, or sweet potato 1 cup raw vegetable ½ cup cooked vegetable or vegetable juice							
Fruits: Eat citrus fruit or another vitamin C source daily. **2-4 servings** 1 medium apple, banana, orange, or pear 1 cup raw fruit ½ cup cooked fruit or fruit juice							
Dairy: Eat low-fat varieties of dairy products. **2-3 servings** 1 cup milk; skim, low-fat, or reconstituted dry milk 1 cup yogurt or buttermilk 1 ½ oz hard or semisoft low-fat cheese							
Meat and Alternatives: Eat lean protein sources. **2-3 servings (total 6-7 oz.)** 3 oz. cooked poultry, fish, or lean beef, pork, veal ½ cup cooked dried peas or beans 1 egg; 2 Tbsp peanut butter=½ meat serving							
Fluid: Drink 6-8 glasses of water/other fluid daily.							

Adapted from *Eating right to make the most of maturity* (pp. 18-19). (1992, June). Columbus, OH: Ross Laboratories. Used with permission.

SUPPLEMENT 14

Nutritional Needs Through the Years

Calorie and nutrient requirements vary according to age and growth rate, as the chart below indicates. For women, they also change during pregnancy and lactation. To satisfy an increased need for calories at different stages of life, it is important to choose foods that provide a good amount of vitamins and minerals for the number of calories they contain.

Age Group	Special Concerns	Recommendations
Infants to age 2	High metabolism and rapid growth rate make it especially important to meet proper calorie and nutrient requirements of this age. Enough water is essential, since a greater percentage of an infant's body weight consists of water.	Breast milk or formula generally provide enough nutrients, calories, and water to sustain an infant during the first four to six months. Vitamin D, fluoride, or iron supplements may be prescribed by a pediatrician. Supplemental water should be given to a baby who has been ill (vomiting, diarrhea, or fever), or who has been exposed to hot weather. Check with a pediatrician as to when solid foods can be added. Don't restrict fat intake since fat is essential for energy and proper growth.
Children age 2 to adolescence	These children need to consume enough calories to sustain periods of rapid growth. Pay special attention to ensuring proper intake of calcium and iron.	Teach children healthy eating behavior at this stage. Start children on a low-fat, high-complex-carbohydrate diet. Switch to low-fat dairy products and lean meats and offer plenty of fruits, vegetables, and whole grains. Limit intake of sugary snacks. Patterns of growth affect appetite. Teach children to eat only when hungry and to stop eating when they are full. Ensure proper nutritional intake by offering a few choices among healthy foods, not by encouraging a child to eat everything on her/his plate.
Adolescents	There is variation in the rate of growth of adolescents and therefore in their caloric needs. Maintain the proper intake of calcium and iron. Dieting—common in this age group—can shortchange teens on nutrition.	Adults can help ensure that teens get adequate nutrition by stocking healthful foods—low in fat, cholesterol, and sodium, and high in nutrients. On average, about 25% of a teen's calories come from snacks, so keep healthy snack food on hand such as low-fat yogurt, rice cakes, bread sticks, sliced raw vegetables, low-fat cottage cheese, and part-skim mozzarella. Encourage increased physical activity over dieting to help control weight.
Adults	Growth stops, so energy needs decrease. Maintain adequate intakes of nutrients, especially calcium and iron and eat foods low in fat, cholesterol, and sodium, and high in carbohydrates and fiber.	Balance calorie intake with energy expenditure. Choose foods that are high in complex carbohydrates and low in fat. Get vitamins and minerals from foods, not from supplements. Consume alcohol and caffeine only in moderation.

Age Group	Special Concerns	Recommendations
Older individuals	With age, caloric needs may decrease, depending on level of activity. Constipation may be a problem. Some prescription drugs can hamper the absorption or modify effects of certain nutrients, so check with your doctor or pharmacist.	As individuals grow older, nutrient needs remain virtually the same as for younger adults. However, some individuals over the age of 65 do not get enough vitamin D. Be sure to consume low-fat dairy products fortified with vitamin D or spend some time outside each day so that sunlight can stimulate the body's production of this vitamin. Inadequate zinc intake is also common; good sources of zinc include lean meats, whole grains, and legumes.
Pregnant women	More calories are needed to support the mother and fetus. Increased need for protein, vitamins B_6 and B_{12}, folacin, calcium, iron, zinc, and fluoride.	A weight gain of 25 to 30 pounds is recommended during pregnancy; 2 to 4 pounds per month during the first trimester and about a pound per week after that. (A large majority of this weight gain is from the baby, the placenta, and the increased volume of fluid in the woman's body.) Avoid smoking completely. Avoid alcohol completely. Drugs—prescription or over the counter—should be taken only on the advice of a physician.
Lactating women	About 500 extra calories per day are needed to maintain the production of milk. There is an increased need for calcium, protein, magnesium, zinc, and fluids.	Lactating women should eat highly nutritious foods and consume approximately two quarts of liquid daily. Avoid alcohol and decrease caffeine. Drugs should be taken only after consulting a physician.

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SUPPLEMENT 15

The New Food Label at a Glance

The new food label will carry an up-to-date, easier-to-use nutrition information guide, to be required on almost all packaged foods (compared to about 60 percent of products up till now). The guide will serve as a key to help in planning a health diet.

Serving sizes are now more consistent across product lines, stated in both household and metric measures, and reflect the amounts people actually eat.

The list of nutrients covers those most important to the health of today's consumers, most of whom need to worry about getting too much of certain items (e.g., fat), rather than too few vitamins or minerals, as in the past.

The label of larger packages must now tell the number of calories per gram of fat, carbohydrate, and protein.

Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving
Calories 90 Calories from Fat 30

	% Daily Value*
Total Fat 3g	5%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 300mg	13%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	

Vitamin A	80%	• Vitamin C	60%
Calcium	4%	• Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

New title signals that the label contains the newly required information

Calories from fat are now shown on the label to help consumers meet dietary guidelines that recommend people get no more than 30 percent of their calories from fat.

% Daily Value shows how a food fits into the overall daily diet.

Daily Values are also something new. Some are maximums, as with fat (65 grams or less); others are minimums, as with carbohydrate (300 grams or more).

The daily values for a 2,000- and 2,500-calorie diet must be listed on the label of larger packages. Individuals should adjust the values to fit their own calorie intake.

This label is only a sample. Exact specifications are in the final rules. New title signals that the label contains the newly required information.
Source: Food and Drug Administration. (1993). As cited in the National Council for Agricultural Education and the Future Homemakers of America. (1993, September). *The food science safety and nutrition curriculum guide* (Unit 12, p. 12). Madison, WI: National FFA Foundation.

COMPETENCY THREE

Assess Mental Health.

Student Outcomes

- Identify qualities of good mental health.
- Assess own sense of self-concept and self-esteem.
- List strategies to improve own self-concept and self-esteem.

Definitions

mental health	– includes one's ability to like and accept oneself as one is, one's comfort with others, and one's ability to take charge of one's life
self-concept	– self-image; what one thinks of oneself and the way one believes one is seen by others; the set of beliefs one has about oneself
self-esteem	– how one feels about oneself; can be positive or negative, high or low; how much one likes or approves of one's self-concept

Key Ideas

One who has good mental health, likes oneself, is comfortable with others, and is able to take charge of one's life.

A positive self-concept (thoughts of self) and a healthy self-esteem (feelings of self) together are important qualities of mental health.

Self-concept or self-image is the set of beliefs one has about oneself. It may include a picture of oneself based on sex, race, nationality, physical features, roles, aptitudes, or attributes. One puts together various parts to build a picture of self (e.g., "I am woman/man, tall/short, lovable/not so lovable, competent/not so competent").

Self-esteem concerns how much one likes or approves of one's self-concept. It might be described as the "grade" one gives oneself.

People with good mental health . . .

- can take a disappointment every now and then and know how to accept their limitations.
- are happy and active most of the time and have a positive outlook on life.
- are aware of their thoughts and feelings and can usually express them in a healthy way.
- work well in a group.
- know how to accept criticism and don't get angry when they can't have their way.
- are not afraid to face problems and look forward to new challenges.
- give their best at whatever they do and set realistic goals for themselves.

Source: Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (p. 60). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill.

Self-concept (self-image) begins to develop at birth. It develops through human interactions (e.g., through the amount of affection, food, touching, physical care, and warmth, as well as through what others have told one about oneself). Positive experiences and relationships tend to build a positive self-concept and negative experiences and relationships tend to build a negative self-image.

People use knowledge of themselves to make choices, make decisions, solve problems, and identify right from wrong. If one does not think highly of oneself (low self-esteem), the choices and decisions one makes will reflect one's low self-concept.

Teacher Strategies/Methods

1. Introduce this competency by defining "good mental health." Encourage students to identify as many words or phrases as possible that describe a person with good mental health. The following are some examples:

   - feels good about herself/himself (positive self-esteem)
   - able to adjust to life's demands
   - is happy
   - has a positive positive outlook
   - learns from mistakes
   - accepts others as they are
   - looks for good qualities in others (See insert in Key Ideas or Supplement 16, "A Guide to Your Mental Health.")

2. An important point to make is that good mental health is attainable. A step toward developing good mental health is understanding oneself. Encourage students to complete Supplement 16, "A Guide to Your Mental Health," to provide some ideas of strengths and weaknesses in each of the three areas of mental health.

3. Define self-concept. To determine a sense of self-concept, give each student a brown paper bag. Ask students to imagine themselves as a paper bag person. On the outside of the bag, ask them to arrange words, pictures, and colors to represent how they think others view them. (Have pictures and colors available in advance.) Ask students to use pictures and colors on the inside of the bag to represent how they view themselves.

4. Emphasize that self-esteem is a part of mental health and concerns how much one likes or approves of one's self-concept. Self-esteem affects the way one lives (e.g., how one thinks, acts, and feels about oneself and others; and how successful one is in achieving one's goals in life). High self-esteem can make one feel lovable, capable, productive, and effective. Low self-esteem can make one feel unloved, incompetent, worthless, and ineffective.

5. Emphasize that self-esteem begins to form in childhood. Parents, peers, caregivers, teachers, and even strangers help shape an individual's self-esteem. If a child receives a lot of love, high self-esteem may form. If a child feels a lot of rejection and frustration, the result may be low self-esteem.

   Emphasize children with high self-esteem tend to do better in school and are less likely to be influenced by negative peer pressure to experiment with drugs and alcohol.

   Stress that parents add to or detract from a child's self-esteem. Ask students to list characteristics of parents who help their children feel better about themselves. These might be seen as characteristics of good parenting. Supplement 20, "Leading Children to Self-Esteem," may be used to give ideas for boosting a child's self-esteem.

6. To encourage building one's own self-esteem, ask each student to print her/his name in a vertical line on a sheet of paper. Encourage students to list things they do well that start with each letter of their name.

7. Encourage students to fill in the "Personal Strength Square" in Supplement 17 in class or at home. It should be a private activity that will not have to be shared with others unless students choose to share. (Students may find it difficult to admit their good points if they feel others will read it and think they are bragging.) If students have difficulty thinking of four items for each category, the teacher might help them individually. Stress traits and accomplishments such as being a good friend, not letting peer pressure take control, or holding one's temper in a difficult situation.

   After students have completed Supplement 17, point out that recognizing one's strengths is an important step in learning to like oneself, which, in turn, has a bearing on all one does. Each positive thing accomplished in life can increase a person's courage to try new things and meet new people.

   An extension of this activity is to give students a second "Personal Strength Square" to give to a good friend or relative to fill out about them. Students may be surprised to find out how many good points others see in them.

8. Suggest that each student could interview someone she/he feels has high self-esteem. Have students try to determine how the person interviewed developed high self-esteem.

9. To make students aware of the effects comments have on self-esteem, give each student an index card. On one side have them write "Build Ups" and on the other, "Put Downs." Instruct them to carry the card with them for the day. Each time they hear someone make a comment about others that would make the object of the comment feel good about themselves, they should put a tally mark on the "Build Up" side. When they hear negative comments, students should tally them on the "Put Down" side. Remind students to include their own comments as well as others, but do not let others know what they are doing or it may alter the conversation.

   At the next session, ask students the following questions:

   - How many had more tallies on the "Build Up" side than on the "Put Down" side?
   - How many had more tallies on the "Put Down" side than on the "Build Up" side? Did anyone have an equal number on both sides?
   - Who made the "Build Up" comments as compared to who made the "Put Down" comments (e.g., friends, teachers, parents, and so on)?
   - If there were more "Put Downs" than "Build Ups" why do you think that occurred?
   - How could we decrease the number of "Put Downs"?

10. Discuss possible meanings of the following statements:

    - When I think highly of myself, I am a better parent, a better family member, a better employee, and a better citizen.
    - When I think highly of myself, I am less apt to make foolish decisions.
    - When people have low self-esteem, they may take anger and frustration out on themselves or others.

    The teacher could further develop discussion questions such as "How might self-esteem influence parenting? Family relationships? Job performance? Citizenship? Decision making? Handling anger?"

    How might a person whose self-esteem was high act differently from a person whose self-esteem was low? Some points the teacher might make are

    - One common characteristic of an abusive parent and/or a batterer is low self-esteem.
    - A person with low self-esteem might be less apt to vote because she/he might believe her/his vote would not matter.
    - A parent with low self-esteem might use harsh discipline to try to make up for a feeling of lack of control of children.
    - A mate with low self-esteem might act in suspicious and possessive ways to cover feelings of insecurity and feeling unworthy of love.

11. Using Supplement 19, "Characteristics of High and Low Self-Esteem," ask students to relate how a person who had characteristics of high self-esteem might handle the following: a job layoff, a promotion, a divorce, peer pressure to do something you do not want to do, a failure such as in competition or in a test, and an award. Then, discuss how a person who had low self-esteem might handle each situation given.

12. Discuss how one's self-esteem could influence the following:

    - who one dates or marries
    - jobs chosen
    - hobbies or activities in which one participates
    - one's outlook on life
    - the chances one takes
    - whether to choose to abuse drugs
    - whether to get into difficulty with the law

    For example, a person who does not think highly of her/himself may tend to make choices and decisions that reflect low self-esteem. A person with low self-esteem might choose an attractive and outgoing mate to make up for a lack of those qualities in her/himself. This could later relate to the outgoing personality becoming possessive or abusive.

13. Identify some activities in which a person with low self-esteem engages. Discuss how to help a friend who has low self-esteem and whose choices are not positive actions.

Suggested Student Activities

1. Identify some famous people (or TV characters) considered to be in good mental health. Also, identify others considered to be in poor mental health. (Answers may be based on the peoples' success, wealth, fame, and/or public image.) Discuss the reasons for their choices. **Teacher Note:** The sharing of student opinions should be the focus instead of judging student answers as right or wrong.

2. Become aware of self-concept by completing Supplement 18, "The Many Me's I Am." Write a statement about each of the "me's" within a person. Students might share responses.

3. Using Supplement 19, "Characteristics of High and Low Self-Esteem," identify some common characteristics of people with high self-esteem and with low self-esteem.

4. Assess one's own self-esteem by listing one's high and low self-esteem characteristics as used in Supplement 19.

5. Using Supplement 21, "The Positive Approach," as a reference, brainstorm ways to raise self-esteem in the following relationships and experiences:

    - at home (communication, discipline, closeness)
    - in school (schoolwork, sports, peers)
    - on the job (hiring/firing, job responsibilities)
    - in social life (friends, neighbors)
    - in society (cultures, races, religions)

    Make a list of comments one might make, experiences one might have, or relationships that might raise self-esteem.

6. Make up a rap song, poster, or poem about the good qualities listed on the "Personal Strength Square" in Supplement 17. If desirable, students could be encouraged to share what they create.

Sample Assessments

Knowledge

1. List three qualities of good mental health.

   Answers: from Supplement 1, "The Three Sides of Health":

   a. liking who you are and accepting yourself
   b. expressing emotions in a healthy way
   c. facing life's problems and dealing with its pressures/stress

   Answers might also come from Supplement 2, "Your Health Habits," or Supplement 16, "A Guide to Your Mental Health."

Application

1. Students might assess their own mental health by completing Supplement 6, "A Guide to Your Mental Health." Students should then list strategies and a personal plan to improve any area needing improvement.

2. Students could complete the "Personal Strength Square" in Supplement 17 or "The Many Me's I Am" in Supplement 18 as a means to assess their own sense of self-concept.

3. Students could use Supplement 19, "Characteristics of High and Low Self-Esteem," to identify characteristics. For each characteristic of low self-esteem, identify a strategy to develop high self-esteem. Students might use Supplement 21, "The Positive Approach," for strategies.

Supplementary Resources

Books

Building a positive self-concept: 113 activities for adolescents. (1988). Available from the Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743. (800) 999-6884. Purchase price: $19.95.

Kincher, J. (1990). *Psychology for kids: Fun tests that help you learn about yourself.* Minneapolis: Free Spirit Publishing.

Youngs, B. (1991). *How to develop self-esteem in your child: The 6 vital ingredients.* New York: Fawcett Columbine.

Booklets

Building self-esteem: A guide for parents, schools, and communities. (n.d.). A booklet available from American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988. (703) 875-0748. Purchase price: $2.50.

Self-esteem. (1994). A scriptographic booklet available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733.

Videos

The following videos are available on *free loan* from

Department of Children and Family Services (DCFS)
Child Welfare Training Institute
227 S. 7th Street
Springfield, IL 62701-1498
(217) 785-5689

Free to be you and me. 44 minutes.

How to create success with kids. 2-hour video conference.

Leo Buscaglia: Politics of love. 50 minutes.

The psychology of winning in action. 58 minutes.

About self-esteem. (1990). and *Young people and self-esteem.* (1990). Both 18-minute videos are available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733.

Self-esteem. (1988). One of 12 30-minute videos in the Power of Choice Series available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $74.95.

Setting goals: The road to achievement. (1991). A 25-minute video available from Sunburst Communication, Inc., 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-0040. (800) 431-1934. Purchase price: $169.00.

SUPPLEMENT 16

A Guide to Your Mental Health

The following questions offer a brief guide to mental health. The number of questions that are true of someone most of the time provide a rough idea of that person's strengths and weaknesses. Keep in mind that there is not a perfect score of 26. Everyone's level of mental health varies. Most of us have some areas that need work.

DIRECTIONS: Read the list and circle the number of all items which describe *you*.

Feeling Comfortable about Myself

1. I can express my thoughts and feelings.
2. I can express my emotions and am not overcome or immobilized by them.
3. I can cope with both disappointment and success.
4. I recognize personal shortcomings.
5. I can laugh at myself.
6. I am optimistic.
7. I am generally cheerful and active.
8. I know my limits as well as my abilities.
9. I live by a set of standards and know what is important to me.
10. I like who I am.

Feeling Right about Other People

11. I enjoy spending time alone.
12. I get along well with others.
13. I can interact with people and work with a group.
14. I continue to participate when I do not get my way.
15. I do not try to dominate.
16. I can accept differences in other people.
17. I feel I am a part of a group.
18. I am interested in and enjoy being with others.
19. I have several satisfying relationships.

Meeting the Demands of Life

20. I face my problems rather than avoid them.
21. I can ask for help when it is needed.
22. I do not make excuses for my actions.
23. I set realistic personal goals and have a plan for working toward them.
24. I give my best effort in whatever I do.
25. I can cope with change.
26. I see challenges and experiences as opportunities for growth.

Scoring: The highest possible score is 24 (not 26). A score of between 18 and 24 is good; 10 to 17, fair; and 0 to 9, poor. A person should look at the statements not checked to make some generalizations about an area in which improvement is needed. That person could then make a plan for working on that area. She/he is likely to see the benefits quickly.

Adapted from Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (p. A12). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. Used with permission.

SUPPLEMENT 17

Personal Strength Square

DIRECTIONS: Read the statement in each box and list four things that best describe you.

Four traits you like in yourself:

1. _____
2. _____
3. _____
4. _____

Four accomplishments you are proud of:

1. _____
2. _____
3. _____
4. _____

Four things your friends like about you:

1. _____
2. _____
3. _____
4. _____

Four things you can do that you feel good about:

1. _____
2. _____
3. _____
4. _____

Source: Gordon, S. (1991, February). Feeling good about yourself. *Current Health, Reproduction Master from the Teacher's Edition.* Used with permission.

SUPPLEMENT 18

The Many Me's I Am

The ME I think I am:

The ME I wish I were:

The ME I really am:

The ME I try to protect:

The ME others see:

The ME I used to be:

The ME others try to make me:

SUPPLEMENT 19

Characteristics of High and Low Self-Esteem

DIRECTIONS: Determine whether each of the following phrases is characteristic of high or low self-esteem. Draw a line through the phrases that characterize low self-esteem.

Believes strongly in certain principles and values

Is overly sensitive to criticism

Is afraid to make a mistake

Is overly critical of others and self

Is capable of acting in own best judgment

Has few health problems

Blames others

Genuinely enjoys self and life

Participates in wide variety of activities

Feels equal to others as a person

Feels persecuted

Is reluctant to try new things

Resists efforts of peers to dominate or sway

Feels confident in ability to deal with challenging situations, despite failures and setbacks

Is sensitive to needs of others

Is uncertain of own opinions and values

May be jealous and possessive

Is flexible, adaptable in changing situations

Is happy, energetic, enthusiastic

Believes she/he can do things they set out to do

Feels lovable

Has difficulty making decisions

Takes few chances

Feels she/he makes a difference in their world

Becomes isolated and withdrawn

Acts out frustration and anger

Feels loved and appreciated

Feels sick or depressed, may lack energy

Does better in school

Fears competition

Is overresponsive to praise

Has difficulty resisting temptations of drug and alcohol use

Acts like a bully, becomes violent or is simply unfriendly

Is shy, timid, withdrawn

Sees self as a born failure or victim

Cares about others

Has difficulty entering loving relationships

Enjoys life

Adapted from Meredith, R. (1988). *Single parent/homemaker training for life skills handbook* (Final Report) (p. 63). Bowling Green: Kentucky Department of Education, Office of Vocational Education. Used with permission.

SUPPLEMENT 20

Leading Children to Self-Esteem

A positive self-image will help children resist the temptations of drug and alcohol use. The family plays an important role in helping develop a positive self-image. To help children believe in themselves, put the following tips in a visible place so you can keep them in mind every day.

- Communicate openly with children.
- Be a good listener.
- Include children in family discussions. Value their opinions.
- Try to see things from a child's point of view.
- Give children responsibilities appropriate for their age.
- Set firm limits. Young people need to know what is expected of them.
- Be generous, yet sincere, when offering praise and encouragement.
- Help children set goals, and work together toward reaching them.
- Remember winning is not everything. Trying is what is important.
- Be a positive role model.

Adapted from Leading children to self-esteem: A guide for parents. (1989). *Mirrors* (A film about self-esteem available from Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, FL).

SUPPLEMENT 21

The Positive Approach

1. Take responsibility for your own life. Forget the cop-out of blaming your problems on your family or someone else. Only you can turn your life around.

2. Don't allow others to make you feel powerless. Refuse to accept the viewpoint that you are limited. You don't need everyone's approval to do something that is right for you.

3. Find a purpose in life. It can be rearing children, or doing your best in business or in whatever suits you. When the going gets rough, keep your sights on your purpose.

4. No matter what, make your relationship with your children work. If it is not working, ask yourself what you can do to make it work.

5. Exchange "I can't" for "I can" in your vocabulary. Seek your family's support. Ask them to help you say "I can do it."

6. Accept yourself as you are right now even though you may not like some things about yourself. After accepting yourself, plan to change what you dislike.

7. Create small, medium, and large goals. Every so often, check to see how you are meeting those goals. If you haven't met them, decide why.

8. Write down your new, positive beliefs about yourself and put them where you can see them. Repeat them to yourself as often as possible. You will soon begin to feel changes in the way you feel about yourself.

9. Step back and assess yourself regularly. A self-evaluation in the evening will help make the next day better.

10. Begin to see yourself as powerful, successful, and capable of reaching your goals. Picturing yourself reaching your goals will help you replace the old "I can't" image of yourself.

11. Be open to a possibility even if you've never done it and can't imagine how it could be done. Try a new plan even if it runs the risk of failure.

12. Work with a creative idea, plan, or project. Accept other ideas even though you didn't think of them, you won't get the credit, you won't personally benefit from them, or you may not live to see and enjoy them.

13. When you think you've reached the end of the rope, TIE A KNOT AND HANG ON!!!

Source: Ohio Department of Education (1989). *Family and career transitions resource guide* (p. 66). Columbus: Division of Vocational and Career Education. Used with permission.

COMPETENCY FOUR

Assess Own State of Physical Fitness and Identify Needed Improvement.

Student Outcomes

- Describe benefits of exercise and fitness.
- List the factors that determine fitness.
- Perform tests to assess own state of physical fitness.
- Develop a personal fitness program.

Key Ideas

Healthy habits are the basis of a wellness lifestyle. Healthy habits include a balanced diet, rest, being fit, and avoiding harmful substances.

Fitness has more than a physical side. Being fit prepares one physically, mentally, and socially for the ups and downs of life.

Definitions

flexibility	– ability to move one's body in certain ways
muscle strength	– the most work muscles can do at any given time
muscle endurance	– how well a muscle group can perform over a period of time without becoming overly tired
heart and lung endurance	– how well the heart and lungs get oxygen to the body during exercise and how quickly they return to normal; staying power
exercise	– rhythmic, repetitive, physical movements to achieve flexibility, strength, or endurance
physical fitness	– being ready to handle whatever comes one's way from day to day (consists of muscle strength, muscle endurance, flexibility, and heart and lung endurance)
metabolic rate	– the body's speed of changing food into tissue or energy

Factors that determine whether one is physically fit include flexibility, muscle strength and endurance, and heart and lung endurance. (See Definitions.)

How a person lives affects her/his fitness. Active people may be less at risk for certain diseases, better able to deal with pressures, and more likely to feel good about themselves. Inactivity may lead to weak muscles, clogged arteries, frail bones, and excess fat.

An important key to fitness is exercise.

There are three general types of exercises:

1. *Flexibility* exercises stretch muscles and keep one limber (e.g., toe touches, side bends).
2. *Strength* exercises help develop strong muscles (e.g., weight lifting, calisthenics).
3. *Aerobic* exercises work the heart and lungs to build endurance or staying power (e.g., running, bicycling, dancing, aerobic classes, swimming, walking, jogging).

By maintaining muscle strength and flexibility, regular exercise can help one remain independent and active no matter what age.

To begin an exercise and fitness program, one may try to do the following:

- Exercise all five muscle groups (i.e., arms, back, legs, chest, abdomen).
- Include flexibility, strength, and endurance exercises.
- Choose options that are affordable.
- Start small and build gradually without large amounts of time or effort.
- Keep at it; make fitness and exercise an unavoidable part of daily routine.
- Do something one likes to do.

Benefits of Fitness

Being fit . . .

- helps you be at ease with yourself and sure of yourself.
- gives you more energy and helps you keep your weight down.
- prepares you physically, mentally, and socially for the ups and downs of life.
- increases your chances of succeeding in whatever tasks you take on and helps you feel confident.
- helps you manage stress and have more fun.

Source: Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (p. 16). Mission Hills, CA: Glencoe, Macmillan/McGraw Hill.

Teacher Strategies/Methods

1. To quickly assess students' fitness, ask them to write down "yes" or "no" in response to these statements:

   - I am out of breath after climbing two flights of stairs.
   - I weigh more than I should.
   - I get tired easily from physical activities.
   - My legs get tired if I try to run any distance.
   - It is hard for me to bend over and touch my toes.

   Any "yes" answers to the above will show students they may need to develop ways to become more physically fit. The teacher could encourage students to assess their own state of physical fitness. Supplement 25, "Fitness Questionnaire," might be used. ☑

2. Define fitness as being ready to handle what comes one's way from day to day. Examples include:

   - carrying out trash.
   - walking a mile.
   - carrying laundry down to and up from the basement without feeling winded.

   Emphasize that staying active helps one maintain a healthy weight. The more muscle one has, the higher one's metabolic rate, the faster one burns body fat and food, and the less one needs to worry about gaining excess weight. Review the areas of fitness: flexibility, muscle strength and endurance, and heart and lung endurance (see Definitions).

3. Ask students if they are aware of benefits derived from regular exercise and fitness programs. The following is a sample listing of benefits:

   - increased ability of lungs to use oxygen
   - better blood supply; blood flows more easily
   - healthier blood vessels (more flexible; larger in diameter)
   - improved digestion (helps one relax and relieves stress; less indigestion and constipation)
   - lower blood cholesterol
   - more energy
   - weight control
   - better rest or sleep
   - regular workouts reduce risk of bone fractures associated with osteoporosis

4. Emphasize the better one's aerobic fitness, the longer one is likely to live. Stress that experts now believe something as simple as a 30-minute walk every day is enough to give one's longevity a boost.

5. Ask a resource person who has dealt with fitness for teens to visit a class. Such a resource person might discuss fitness benefits of different exercises, fitness programs that do not cost anything, exercises that could be done at school or work, and testing body fat percentage.

6. Students might participate in activities shown in Supplement 27, "Testing Flexibility, Leg Muscle Strength, Muscle Endurance, and Heart and Lung Endurance." Help volunteers score individual activities. If using activities listed, caution should be used to protect students' health and safety.

7. A video might be used to inform and even entertain students about fitness, exercise, and burning fat.

Suggested Student Activities

1. Participate in a health lab session that includes the following:

   - Learn to take one's pulse before and after exercise (see Supplement 22).
   - Demonstrate exercises which may reduce stress, or which might be done at one's desk. Each student or group might demonstrate selected exercises.
   - Assess one's own state of fitness using activities in Supplement 26, "Testing Flexibility, Leg Muscle Strength, Muscle Endurance, and Heart and Lung Endurance."

2. Read how to begin a personal fitness program. (See Supplement 23, "Developing a Fitness Program," and choose some activity to get involved in.)

   A sample fitness program could be planned around exercising while one works and might include the following:

   - Walk up stairs instead of taking an elevator when available.
   - Stand instead of sitting.
   - Walk instead of driving or taking a bus.
   - Take a walk instead of a soda break.
   - Exercise while watching TV or during the commercials.
   - Use chores as a chance for exercise.
   - Stand and sit up straight (good posture relieves strain on legs, back, neck, and shoulders).

   List activity chosen, time of day, goal, time spent, rewards used, possible long-term benefits, and people who gave advice and encouragement. Record information in a log or diary. Chart the progress for each day of the first week. If appropriate, share this information with other students.

3. Choose an individualized project such as the following:

   - Investigate what free or low-cost fitness programs/services are provided in the community (e.g., programs offered by community centers, educational institutions and other agencies.
   - Design a personal fitness program using simple household items (e.g., canned food for hand weights, books for step-aerobics, and a favorite cassette tape for an aerobic dance routine).
   - Create a fitness skit or video.
   - Research a topic of interest or workout routine for a chosen sport.

Sample Assessments

Knowledge

1. Ask student to list benefits of exercise and fitness. (See Key Ideas.)

2. Students could list factors that determine fitness. (See Definitions.)

Application

1. Using test results in Supplements 22, "Taking Your Pulse," and 26, "Testing Flexibility, Leg Muscle Strength, Muscle Endurance, and Heart and Lung Endurance," write a statement to assess own state of physical fitness.

2. After completing Supplement 25, "Fitness Questionnaire," write a statement to assess own state of physical fitness.

3. Create a personal workout schedule, skit, or video. This might be done individually or as a group of students.

4. Prepare a research report on a fitness topic of special interest.

Supplementary Resources

Book

Merki, M., & Merki, D. (1994). *Health: A wellness guide* (4th ed.). New York: Glencoe, Macmillan/McGraw-Hill.

Booklets

The following are scriptographic booklets available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733.

- About wellness. (1992 ed.).
- You and your weight. (1992 ed.).

Poster, Etc.

Fitness. (1992-1993). A poster, book, and video available from Great Performance, Inc., 14964 N.W. Greenbriar Parkway, Beaverton, OR 97006. (800) 433-3803. Purchase price: Poster $16.00; Book $3.50; Video $149.00.

Software

My personal trainer. (1990). A software package available from Florida Department of Citrus, School Marketing Department, P.O. Box 148, Lakeland, FL 33802-0148. (813) 499-2500. Purchase price: $19.95.

Video

Fit or fat. (1991). A 60-minute video available from Educational Video Network, Inc., 1401 19th Street, Huntsville, TX 77340. (409) 295-5767. Purchase price: $59.95.

SUPPLEMENT 22

Taking Your Pulse

To take your pulse, do the following:

1. Sit down.

2. Press the first two fingers of one hand against one side of your neck just under your jaw. (Do not use your thumb, which has its own pulse.)

3. Find the pulse (it is a mild throbbing feeling).

4. While someone times you with a clock, count the number of throbs, or "beats," over a period of one minute.

The number you end up with is your pulse, or heart rate. The average heart rate is 70-80 beats per minute.

Source: Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (p. 20). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill.

SUPPLEMENT 23

Developing a Fitness Program

Do you get out of breath running for the bus? Begin a personal fitness program! You can make your life healthier through the right exercise program—one that follows a plan.

How To Develop a Personal Fitness Program

An effective fitness program requires thoughtful planning and careful thinking. Here are seven steps to follow in developing your own program:

1. Choose an activity that you enjoy. Don't begin an activity because you believe "it's the thing to do."

2. Identify the best time of day to exercise. Instead of watching TV for a half hour, exercise!

3. Set realistic goals. You might build your bicycle-riding skills so that you can bike a certain distance by the end of the first month of your program.

4. Don't exercise too much at one time. Start slow, and work up little by little. Allow time for improvement. Don't expect results immediately.

5. Reward yourself. Feeling and looking better are their own rewards, but consider celebrating in some way when you reach a goal.

6. Don't exercise just for now—make your fitness program a part of your future, too. You will get long-term health benefits from a fitness program.

7. Make friends with others who exercise. Give each other advice. Help each other stick to your programs.

Source: Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (p. 21). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill.

SUPPLEMENT 24

Suggested Weights for Adults

These weight ranges were developed for adults and are likely to change as research in this area continues. Unlike many weight charts, this one allows for a small increase in weight as you age. The higher weight in each range applies to people with more muscle and bone (generally men); the lower weight usually applies to women.

Being in the right range does not guarantee that your weight is healthy. Other factors are body-fat percentage and distribution and whether you have a personal or family history of weight-related medical problems. Consult your doctor for a more accurate assessment of your ideal weight.

Height (no shoes)	Weight in pounds (no clothes)	
	Age 19 to 34	Over age 34
5'0"	97-128	108-138
5'1"	101-132	111-143
5'2"	104-137	115-148
5'3"	107-141	119-152
5'4"	111-146	122-157
5'5"	114-150	126-162
5'6"	118-155	130-167
5'7"	121-160	134-172
5'8"	125-164	138-178
5'9"	129-169	142-183
5'10"	132-174	146-188
5'11"	136-179	151-194
6'0"	140-184	155-199
6'1"	144-189	159-205
6'2"	148-195	164-210
6'3"	152-200	168-216

Taken from *Reader's Digest* Association, Inc. (© 1992). *The good health fact book: A complete question-and-answer guide to getting healthy and staying healthy.* Pleasantville, NY: Author. Reprinted by permission.

SUPPLEMENT 25

Fitness Questionnaire

DIRECTIONS: Check which answer best describes you.

	Usually	Sometimes	Never	
1.	_____	_____	_____	I climb stairs rather than ride elevators whenever available.
2.	_____	_____	_____	My daily activities include *moderate* physical effort (e. g., brisk walking, outdoor chores, and so on).
3.	_____	_____	_____	My daily activities include *vigorous* physical effort (e. g., moving heavy objects by hand, farming, and so on).
4.	_____	_____	_____	I do 20-60 minutes of aerobic exercise three to five times a week (activity that is continuous, rhythmic, and uses large muscle groups such as legs or upper body).
5.	_____	_____	_____	I take my pulse.

DIRECTIONS: Complete these sentences with the first thoughts/feelings that come to mind.

6. I usually do the following physical activities during the week:

7. Exercise is . . .

8. I would rate my current level of physical fitness in each of these areas as (for each area, rate as "excellent," "fair," "poor," or "do not know"):

_____ muscle strength (the most work muscles can do at a given time)

_____ muscle endurance (staying power, working without becoming overly tired)

_____ flexibility (ability to move body in certain ways)

_____ heart and lung endurance (ability to catch breath and return to normal heart rate after exercise)

9. I am satisfied/dissatisfied with my physical fitness because . . .

10. I would like to change the following things regarding my physical fitness:

Adapted from Thompson, P. J., & Jax, J. A. (1991). *Teens in action* (Teacher's edition) (p. TE-27). Saint Paul, MN: Changing Times Education Service, EMC Publishing. Used with permission.

SUPPLEMENT 26

Testing Flexibility, Leg Muscle Strength, Muscle Endurance, and Heart and Lung Endurance

The flexibility, or freedom of movement, of your body differs from joint to joint. This fact makes it hard to measure the flexibility of your whole body. Still, the following test will give you a general sense of how flexible you are. Before you begin, remember two things.

- **Warm up.** Begin by doing some light stretching. This will help you avoid hurting yourself.
- **Move smoothly.** Avoid quick, jerking motions during the test. Your reach should be gradual and slow.

The test for *flexibility* consists of three steps:

1. Sit on the floor with your legs straight in front of you. Your heels should touch a tape on the floor and be about five inches apart.
2. Place a yardstick on the floor between your legs. The 36-inch end of the stick should point away from the body. The 15-inch mark should be even with your heels. It may be helpful to tape the stick in place.
3. Slowly reach both hands as far forward as possible and hold this position. See how many inches your fingers reach.

The chart below shows the rating for different scores on this test. You should repeat the test three times and use your longest reach to determine your flexibility.

Scoring
(in inches)

Males	***Females***	***Rating***
22+	23+	Excellent
16-22	19-23	Good
12-16	16-19	Average
9-12	14-16	Fair
less than 9	less than 14	Poor

You can measure *leg muscle strength* by doing the standing broad jump. The test has two steps:

1. Put a piece of tape on the floor and stand behind it with your toes touching the back of the tape.
2. Bend your knees and jump forward as far as you can, landing with your weight on both feet. Mark where you land.

Use a yardstick to measure your jump from the starting tape to your landing point. Your muscle strength is found by comparing the distance you jumped to your height.

Scoring
(distance compared to height)

Distance Jumped	***Rating***
About 5.9 inches (8.75 centimeters) more than your height	Excellent
Between 2 and 4 inches (3 to 6 centimeters) more than your height	Good
Equal to your height	Fair

You test your *muscle endurance* by seeing how many sit-ups you can do in one minute. You will need a stopwatch and a partner. During the test, remember to breathe freely. Do not hold your breath. Your partner should keep the time and count your sit-ups.

1. Start by lying on your back with your knees slightly bent and your hands behind your head. Have your partner hold your ankles for support.

2. Do as many sit-ups as you can in one minute. Raise your upper body from the floor to the point where you touch one elbow to the knee on the opposite side. Return to the full starting position and repeat.

Your score depends on how many sit-ups you did in a minute.

Scoring
(number of sit-ups per minute)

Male	***Female***	***Rating***
40+	30+	Excellent
33-39	24-29	Good
29-32	18-23	Average
21-28	11-17	Fair
20 or less	10 or less	Poor

To test the *condition of your heart and lungs*, take this 3-minute test. To do the test, you need a sturdy bench such as in a locker room. You will also need a watch.

1. Stand in front of the bench. Begin the test when the second hand is on the 12 mark of the watch. For the next 3 minutes, step up and down on the bench repeatedly. Step up with the right foot, then the left. Be sure to extend each leg fully. Then step down with the right foot and then the left. Step at the rate of 24 steps per minute.

2. When 3 minutes are done, sit down and relax without talking.

Your score depends on your pulse rate after the test is complete. Find your pulse, either on your wrist or on the side of your neck, and count the number of beats in a minute.

Scoring
(number of heartbeats in 1 minute)

Heartbeats	***Rating***
70-80	Excellent
81-105	Good
106-119	Average
120-130	Fair
131+	Poor

Source: Merki, M. B. (1990). *Teen health: Decisions for healthy living* (Teacher's wraparound edition) (pp. A4-A5). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill.

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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